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ABSTRACT

Papers on the education and training of librarians presented at the 1984 IFLA general conference include: (1) "Training and Developing a Professional for the Widening Library Responsibilities: A Management View," in which Charles K. Wambugu (Kenya) examines the management requirements for a professional librarian and discusses the role of library schools and libraries in training and developing that professional; (2) "Problems of Functioning of Librarians in Management Positions," in which Ruud A. C. Bruyns (Netherlands) summarizes the results of an investigation undertaken by the Dutch Public Library Association (N.B.L.C.) to identify the size, nature, and possible causes for problems concerning the functioning of librarians in middle and higher management positions; (3) "Shaping and Image for the Librarian in Nigeria: Implication for Education and Training" (B. P. Aboyade, Nigeria); (4) "Planning and Development of Library and Information Studies Schools in Developing Countries--An East African Experience" (Syed Ameer Haidor Abidi, Uganda); (5) "Projects and Results in Library History Research Performed in Poland" (Stefan Kubow, Poland); (6) "La Formation des Specialistes de l'Information au Maghreb et au Senegal" (The Training of Information Specialists in Maghreb and Senegal); and (7) "Le Personnel dans les Bibliotheques de Grece" (Personnel in the Libraries of Greece) (Alkmini Skandalis, Angelina Vaseou and Matina Tsafou, Greece). (THC)

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IFLA GENERAL CONFERENCE, NAIROBI 1984

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Training and developing a professional for the widening library responsibilities: a management view

by

Charles K. WAMBUGU
Deputy Chief Librarian
Kenya National Library Services
Nairobi, Kenya

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Libraries are organizations with a purpose

A simple statement of fact about libraries which is often forgotten by librarians and other people, or rarely taken seriously, is that libraries are organizations. Traditionally libraries have been looked at as parts of other organizations rather than as organizations in themselves which have all the elements of the organizations they are parts of. Libraries are seen as mere providers of books and non-book materials to people who want them rather than as dynamic organizations which contribute to the creation of educated and informed societies in which they operate. Because the fact that libraries are organizations has been ignored, there are often gaps and omissions in training and developing professional librarians and information workers.

An organization exists for a purpose and has goals or aims to fulfil. It has people who enable it to realize its goals. It has a structure of authority and responsibilities and it has a co-ordinator of its activities (1). Like any other organization a library has goals to fulfil in its community. It has staff who work in it; it has a structure of authority and it has a management system.

The purpose of Libraries is not to merely provide books and other material for education and information. This is a narrow view of library responsibilities and a professional who is equipped with skills aimed at perfecting his library for that purpose cannot cope with the changing image of the library. He will be a first-class cataloguer; he will arrange his stock on the shelves nicely and his catalogues will be very orderly. He will also compile wonderful bibliographies for general or specialist readers who come to use his library. But when all is done so accurately, his library will still remain ineffective. It will have little impact in its community. This is because he will have dealt with only the means to an end. Libraries of this kind are products of routine oriented training in librarianship and misunderstanding of the purpose and responsibilities of libraries.

Effective service to society is the purpose of libraries and professionals who are trained to be 'librarians-who-manage' rather than 'librarians-who-run' libraries (2) define the goals of their libraries in relation to effective service in their communities. To be effective, libraries as organizations must be able to select carefully the most predominant goals and needs of their communities to which they must respond first, with the available resources (3). The goals of public libraries, for example, are to support formal education by meeting the needs of those pursuing formal education; to contribute to non-formal education, that is, literacy programmes, vocational training and professional education; to encourage reading for knowledge and information; to cultivate reading habits and to sustain literacy in society, etc. The aims of a university library, a college library, a school library or a special library are to help the communities they serve, in their work. The main goals of a university library for example, are to contribute to the teaching role of a university; to support learning and research activities and to stimulate creativity and intellectual development among staff and students (4). Besides helping the teacher in preparing his lessons adequately, a school library must nourish the children's minds into becoming lovers of knowledge.

The purpose of libraries is to contribute to intellectual, social and economic development and they can be powerful and indispensable agents of change when they are managed for a purpose.

A professional librarian

Managing a library or an information unit purposively is much more difficult than running it. It requires professionals capable of dealing with important questions about our professional purpose. What are we really trying to do in our jobs as librarians and information workers? Who are we helping to do what? How important is our help seen to be by the library's parent body-may it be a government, a university or a company, and by the entire society (5)? Librarians and information scientists with the capability of handling these issues must, of necessity, have the knowledge of management besides the traditional skills in librarianship.

Considering that libraries are organizations with purposes to fulfil, it is true that librarians today, must be 'proactive', that is dynamic and outgoing, in order to have the impact they should have in society. This kind of professionals will be those equipped with the knowledge to analyse the actual and potential needs of their community: to define the aims and objectives of their libraries in the light of those needs; to design structures of their libraries which are oriented to those needs; and to manage and develop the resources of their libraries with those needs in view. Dynamic and outgoing librarianship advocated here, deals with expressed needs of a community creatively, energetically and with commitment and promotes unexpressed needs of the same community with the same creativity, energy and commitment. It is different from complacent librarianship which waits and caters for the demand from an individual or a few members of the community.

In their work, many librarians and information scientists tend to behave like a man who was sent to Africa to sell medicine by a company in Europe and returned after a short experience in Africa to report that there was no business in Africa because Africans did not use medicine. Similarly librarians have lamented that libraries are unpopular because people do not read naturally. If we believe that libraries are indispensable organizations because they contain and provide knowledge and information essential to modern societies, then we must be determined to promote their utilisation like the clever man who was sent to sell medicine in Africa and after a careful study, reported to his company in Europe that he was going to stay in Africa to do business because there was a lot of potential.

In every human activities libraries have important roles to play for they are not only a monopoly of knowledge and information in society but also a reservoir of ideas and thoughts which are vital in the transformation of society. If libraries today have made little impact in the communities they serve, it is because librarians have not managed their resources effectively and have not directed their potential to the needs of society. Essentially a librarian should be the shortest and the most efficient line between the growth of knowledge and the individual citizen who wants a bit of that knowledge for his needs. Unfortunately libraries are often unable to satisfy the increasing and changing user demands or to identify the needs of non-users. The reason is because librarianship has had great emphasis on increasing the number of professional librarians and comparatively little concern in the comprehensiveness and the quality of staff development opportunities for those already working in libraries (8). Do special librarians serving researchers, planners, management and other professionals really know what their information-needing activities are? How credible do they find librarians as professional colleagues? How well do librarians interact with them and talk to them about their work? In academic libraries, are librarians too much textbook warehousemen running study halls or are they trying to find ways of making their libraries dynamic educational transformers (9) ? The widening library responsibilities require imaginative and highly motivated professionals.

Training and developing a professional

My thesis that libraries are organizations which require good management like any other organizations implies that library schools and librarians themselves must train and develop professionals capable of managing libraries. Library schools are responsible for formal training and development of professional librarians while libraries should deal with the informal aspect. To differentiate the two kinds of training I would like to define formal training as training which is provided in a class-room to a group which is more or less homogeneous, for a specific purpsoe and for a specified time. Informal training is simply training provided or experience gained at the place of work.

The function of library schools in training and developing a professional

To train and develop a professional for librarianship today, it is absolutely necessary for library schools to place management high on their lists of teaching subjects. It's a priority subject which should be allocated as many teaching hours as the traditional subjects in librarianship. All 'librarians-to-be' need to know management in addition to cataloguing, classification and bibliography.

I have argued earlier that the nature of the work of librarians demands imaginative and highly motivated professionals. I believe that the best library schools can do to sharpen the imagination of 'librarians-to-be' and to cultivate their motivation in the profession is by teaching management as much as time allocated to the first professional course in librarianship can allow. Management as an academic subject has a high content of intellectualism. From a practical point of view management brings all the other subject together in answering the questions why certain things should be done, how they should be done, when they should be done and for whom they should be done. It is so to speak, knowledge which is important in every human activity. From the building of the pyramids to designing of a spaceship, the human mind must have followed management (8).

The other reason why library schools should teach management adequately is because it is no longer, if it ever was something which is practised by senior staff only. Many librarians deal with considerable human and financial resources at the early stages in their careers and need a sound management base (9). It is also important to remember that library management is concerned with 'purposive managing' of all areas of library provision and service, in contrast to ' running' a library in accordance with long-honoured and unquestioned procedures (10). Every new professional from a library school will certainly find himself in a library job requiring some managerial skills as soon as he is employed. He could start as head of a section or unit in a cataloguing department or in acquisitions department or in a lending department, where he has to work and manage his section with the objectives of a department and the aims of the entire library, in view. The school of thought which advocates that a first professional programme in library management can only offer to students a broad introduction to library organization and a general appreciation of management theory and that the study of management is appropriate only to experienced library managers, (11) is quite misleading.

The topics in management which need to be taught adequately to students in library schools for their first professional qualification would include formulation of goals and objectives, structuring of organizations, theory of organization, organizational relationships, organization development, staff motivation, group interaction. training methods, job description, staff selection, staff assessment, etc.

Librarians who have studied and understood management and are now occupying senior positions in libraries, know that there is a real need to develop management skills of their junior librarians. They have seen their libraries failing to satisfy users' needs not because resources are scarce but because heads of sections or departments do not have the managerial capability to manage available resources effectively. A breed of library managers is emerging but their achievements are at present restricted by lack of enough junior and middle-grade librarians who are ' librarians-who-can-manage' (12). The aim of teaching management at first professional level in librarianship is to fill this gap.

When library schools teach management to "librarians-to-be" as I have proposed, they must also be prepared to retrain librarians who are already in senior positions but had little opportunity or no opportunity to study management when they first qualified to be librarians. The difficulties senior librarians who know management face when working with junior and middle-grade librarians who do not understand management are the same as the problems junior and middle-grade librarians who know management, face when working with leaders who do not understand management. The problem in either case is the 'management knowledge gap'. The reason why library schools have a duty to organize management programmes for senior professionals already in jobs is because they too need development of management capability although they may be practising management. After all, practise without theory is blind and theory without practice is a mere intellectual play (13). A professional today, from the lowest to the highest, requires management knowledge. He needs the following qualities:

(i) ability to work towards set goals and objectives
(ii) ability to see a vision of achievement
(iii) Power to keep people working towards a common goal
(iv) ability to delegate authority
(v) ability to make decisions
(vi) a habit of seeking new and improved methods
(vii) willingness to receive and appreciate suggestions from subordinates
(viii) ability to criticise without antagonizing
(ix) courage to take responsibility (14) etc.

The need for management among the professionals already working in libraries , was clearly demonstrated by a survey involving 175 American librarians in public libraries which revealed that management was rated highly in the list of programmes of continuing professional education (15). The topics which received high points included leadership, group dynamics, communication and staff development.

The function of libraries in training and developing a professional

The work of libraries in training and developing a professional is that of staff development which I regard as informal training. In my book Studies in management with reference to libraries I have defined staff development as "all those behaviours and activities of an organization aimed at promoting the growth, the development and the potential of individual employees starting from the time they join the organization to infinity"(16). Staff development activities start from induction training to continuing education.

Libraries are responsible for induction training and job training which should be given to staff when they are newly employed and are waiting to join library schools for formal training or when they come to work as professionals after qualifying as librarians. Induction training and job training should aim at settling new staff in their jobs and giving them the confidence necessary during their early life at work. This is where motivation of a staff in library career begins. Unfortunately few libraries provide induction and job training systematically. To ensure that proper training is provided,every library should have a written staff development policy defining the aims of the library and the areas of training which should be covered.

When new staff have settled in their jobs, staff development becomes a matter of motivation and continuing education. Motivation at work is an important aspect of staff development because all the skills a professional gains in a library school can only be applied well in libraries where library managers or leaders know how to motivate staff to perform above average. Professional staff develop and work better when they get job satisfaction. Adequate delegation of authority, responsibility , recognition, achievement and advancement at work, are factors of job satisfaction (17). To motivate and to develop professional staff is to provide the opportunities which encourage the growth and the development of professionals in libraries. It is to ensure that staff are working in a climate favourable to their growth. Staff development in terms of motivation and training in libraries has been discussed in detail in Studies in management with reference to libraries as a vital fucntion of library managers.

When library managers have designed library structures which facilitate suitable delegation of authority, and allocation of responsibilities to professional staff, when their leadership styles allow self-direction and self-control of professional staff, they must be prepared to encourage continuing education as well.

"Continuing education or development training is a continuition of job-training . It is a method of improving and sustaining job performance and the growth of an individual employee in his career. If learning at work stops, the progress of both the employee and the organization ceases. In a world full of changes of all kinds-social, economic, technological, professional and educational, no organisation can afford to stop the learning of its employees without risking obsolescence" (18).

Continuing education includes short courses, workshops, seminars, conferences and further education e.g. Masters degree courses. These are ways of keeping a professional ~~up-to-~~date and professionally alive. To be successful, continuing education for librarians should be regarded as a joint reponsibility of library schools and libraries. Indeed library schools and libraries are partners in training and developing professionals in librarianship. Library schools should plan and conduct programmes of continuing education-short courses, workshops or higher degrees, in full consultation with libraries. In fact it is the responsibility of libraries to identify the areas which library schools should cover in their programmes of continuing education. But library schools could also help in identifying the needs for continuing education by carrying out studies in libraries aimed at finding out the problems libraries face in relation to training deficiencies.

Once relevant programmes or courses of continuing education have been established, libraries should support them by selecting the right staff for those courses because continuing education programmes if well planned, are meant to satisfy certain training needs in libraries.

Libraries must also be prepared to pay fees for the staff selected for the courses and to give them time-off to attend courses. Often programmes of continuing education, however well designed, fail because of half-hearted support they receive from the organizations which should benefit from those programmes.

Conclusion

In this paper I do not claim to have dealt exhaustively, with the issues relating to training and developing a professional in librarianship. I have tackled the subject from a management stand point and I have demonstrated that libraries are organizations which require professionals who can manage. The management requirements of a professional librarian have been examined and the work of library schools and libraries in training and developing that professional have been discussed. I hope that library schools and libraries will find the ideas in this paper useful. Further details about the subject will be found in the literature cited.

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Division: Library Education and Research

Section: LIBRARY SCHOOLS AND OTHER TRAINING ASPECTS

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Problems of functioning of librarians in management positions

by Dr. Ruud A.C. BRUYNS
Library-consultant/lecturer
in sociology.

Amsterdam, The Netherlands

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For a numer of years now, voices have been heard in de Dutch library profession (and especially in public libraries) to corroborate the view that there are quite some problems concerning the functioning of librarians in middle and higher management positions. As a result of these rumours, the Dutch Public Library Association (N.B.L.C.) has decided to conduct an investigation into the size and nature of those problems and their possible causes.
The problems confronted were (and are!) quantitative as well as qualitative in nature.
A dozen library organisations have co-operated in the survey. These organisations employ about 3.000 persons, more than 800 of them librarians in management positions.
The survey results - based on judgements of directors or members of the board of directors -, then, concern rather a large group of library staff. In the following text we will give a very short summary of the principal results. An extensive report of the investigation has appeared in a publication of the N.B.L.C. (1). The summary refers to the shortcomings/failings as well as to their roots. Additional information about the causes will be presented from other surveys and literature study.

I. Summary of the "results"

Where people in leading positions are concerned, a general distinction (as formalized in organisation schemes) can be made between four management levels: the top, the higher, the middle, and the lower level. In practice this is not always the case. The larger the library organisation is the better these four levels of management can in fact be distinguished. Generally speaking, in small and middle-sized libraries, only two levels of management can be distinguished: higher/top management (chief librarian and deputies) and middle management (branch and department librarians who are responsible directly to the "directors").
In large library organisations higher management (including the top) covers various levels

a. all staff working at the top and who are responsible for policy-making activities delegated by the board of administrators;
b. all staff managing (big) sectors or areas, and who are mostly do not directly supervise workers on the floor (2nd level);
c. employees supervising very big departments or branches (3rd level).

The position of the middle management level is much more obvious. In nearly all the big library organisations middle management is reserved for those supervising librarians who carry out the policy made by the top, and who are not as a rule, directly responsible to the first level of management. A distinction of several levels of management (formally or actually) is therefore strongly dependent on the size of the library organisation and of the degree in which there is a hierarchy. The contents of work and the competences and responsibilities related to it are determined mainly by the degree of centralisation of decentralisation of the decision making process. If the library does follow a strongly centralised process of decision making (all the power being in the hands of the chief librarian and his deputies), people in lower management will have hardly any authorities concerning policy-preparing and policy-making activities. They are mainly busy carrying out policy. Real management functions, like innovation and development, do not belong to their tasks. It appears from our survey that in libraries with a centralised approach, this is often defended with the argument that "our librarians cannot cope with further delegation". One can speak here of a vicious circle: delegation is not taking place, because librarians cannot manage it, and so the librarians concerned are not given the opportunity to prove the contrary.
The authority which librarians in middle management positions have to take decisions vary rather strongly: from hardly any (only co-ordinating and checking) to quite a lot concerning decisions within the area, sector or department where the librarian is in charge (not only checking and directing, but also constituting, including planning and organisation).

1. Areas of tension

As a consequence of, amongst other things, expansion of activities and process of democratisation, the work of management has been much more complicated than in the past. By these developments, librarians in middle management positions and also in higher management ones, not belonging to the top, are finding themselves in buffer positions much more than before. Such buffer positions can easily cause all kinds of internal rols conflicts, i.e. conflict situations which are created because a person is confronted with contrary expectations from several groups of personnel (top management - colleques - subordinates). At the levels of higher and top management, tensions occur related to the fact that people get out of touch with their proper work (jobs) (servicing the public).

2. Demands on librarians in management positions

Librarians who want to be considered for functions at middle and/or higher management levels both have to possess the same capabilities or qualifications. The respondents interviewed in general followed the principle that librarians in middele management positions have to be able, if necessary, to fill vacancies in higher management. Realisation of this principle implies that somewhat higher demands are made on librarians who apply for middle management positions than, strictly speaking, are necessary for the proper function.
The demands cover three areas:
A. CHARACTER, SPECIFIC QUALITIES:
1. the person has to be able to function as an agent of change (to be able to direct, stimulate and motivate people);
2. the ability to abstract (translation of concrete, tangible activities into effect of aims or goal realisation);
3. capabilities concerning control of conflicts.

B. NATURE AND LEVEL OF EDUCATION:
as regards training or education qualifications, the requirement generally is a degree of a completed library school education (level of bachelor's degree), which training is both "allround" and covers library management;

B. NATURE AND DURATION OF EXPERIENCE:
experience in library practice is a necessity. For middle management positions the experience required averages 3-5 years. Librarians applying for higher management positions mostly need to have worked within a library for about ten years of which quite a number of years in "supervising".

The above mentioned demands which indeed are more arduous and/or different than they used to be, are generally strictly adhered to. This often creates certain problems, e.g. vacancies which cannot be fulfilled for quite a long period.

3. Shortcomings in quality

All the respondents subscribed to the opinion that librarians in management positions are not performing very well their skills; show quite a lot of lacunas. This applies especially to staff in higher management.
The qualifications mentioned are not primarily related to the daily operating of one's own sector or department and to capabilities in the library techniques of documentation, annotation, research etc. or in such library techniques as acquisition,retrieval and checking of materials. The gaps can be situated in the area of management: planning, organisation development and leadership.
The older generation of librarians have relatively more shortcomings than their juniors (brought about by the kind of librarians they are, their education, and their library philosophy).
According to the respondents, the causes of these shortcomings are connected with a wrong personal mentality or professional attitude as well as a lack of certain abilities (which may be taught). During the process of job selection, a number of librarians have opted for the profession of librarian on the assumption

that the library is a "soft" business, where stress situations do not occur. The image of the profession, as it exists in society, is, according the repondents, one of the main aspects in the selection process. If it is generally assumed by the public that "working with books" is still one of the main aspects of the profession, this will indoubtedly attract those personalities whose character structure makes them resist activities which are dynamic, or require working with people, or organizing.
Note: The image of the library and ideas about librarians' work within society has been examined by us in a special survey. Besides, we have also done a small investigation into the original motives of practicing librarians for choosing the profession. Both to the image of the profession and to the motivation of librarians, in one of the following sections, special attention will be given.

The lack of necessary abilities may be blamed, on the one hand, on the professional education at library schools and other institutions, and, on the other hand, on libraries themselves. Organisation and personnel policy of most of the libraries are so badly developed that little attention can be given to education or training on the job and to such things as career planning and management development.
The respondents also express criticism of the selection and examination policies of library schools and other training courses. One finds that library schools hardly check whether would be students are suitable - in capacities and motivation (expectations) - for library work. The ways in which - during library school (or course) training - knowledge, understanding and practical work are tested , do not give enough quarantees that graduates are people who can supervise.

4. Lack of quality

Although in the past (up to the end of the seventies) the supply of applicants for middle management vacancies was insufficient, the present situation shows that this is no longer the case. The response to the kind of functions is now much greater, because of a decrease in demand (a fall in the number of jobs, lower turnover) and because of an increase in the number of qualified librarians. Such a situation, however, does not apply to positions at the higher management levels. For these jobs the response remains very low.
The following causes for this lack of highly qualified staff at the higher management level are mentioned:

a. the unwillingness, especially on the part of women, to exchange jobs in direct services (middle management) for jobs in indirect services (higher management);
b. the decreasing urgency throughout society to build a career;
c. the unattractive nature of higher management work (heavy responsibilities);
d. the slender financial progress following promotion from middle to higher management;
e. the generally low mobility motivation (changing libraries or, worse, residences);
f. the stronger emphasis throughout society on the private life (more attention to leisure activities) and, as a consequence, a tendency to switch from full-time jobs to part-time work.

II. Analysis of the causes and suggestions for a solution

Higher management in particular, but to a lesser degree, middle management as well, appear to be insufficiently able to detach themselves from those library activities which have always and for historical reasons belonged to the library. They lack the potential to evaluate these activities critically and/or people are unable to involve subordinates in this process sufficiently. In other words, management does not sufficiently indicate processes of innovation.
The causes which are at the root of the qualitative and of the quantitative problems are partly identical. They may be subsumed under the following headings:

- image of the profession and motivation;
- developments in society;
- professional education and training;
- library practice.

1. Image of the profession and motivation

As stated before, the option for library work and a library education, at least on the part of young people, is partly determined by the image of the library and of the profession as these exist in society. It is hard to avoid the impression that the majority of library school students have chosen the profession on account of obsolete views, that is to say views based on expectation in society concerning library work which do not (or no longer) correspond to activities of present day libraries. In certain places (popular novels and comic papers for instance) stereotypes are still used along the lines of the ageing bespectacled spinster with her tuft, but this image is not generally valid any more.
Many people now use libraries. On the other hand it appears that a sizable part of the public sees the librarian as a "shy and modest person, who is always willing to help somebody, who has a sweet, gentle character and who loves order, discipline and regularity", or as "a somewhat dull person who browses in books, has no sense of humour and who does not have any serious ideas about real life(2).
In this connection, I remember a fairly recent poster in the London underground, advertising a well-known vodka brand, and showing a nice young lady with the following text "I used to work in a library, until I discovered ... "
In a survey by Heidtmann of library-school students in West-Germany, more than 60 % of the students gave it as their opinion that a good librarian must have the following characteristics: a sense for order and neatness, catholic interests, and an ability to understand other people.
Perseverance, ability to take initiatives, capacity to supervise, or organise were not mentioned at all (3) Specific research of ideas about the image of the profession within society has hardly taken place. For this reason we have done such an investigation. With the assistance of students of the library school in Amsterdam a sample of about 400 Dutch people were interviewed.
This survey warrants the following deductions and conclusions (4).

a) The (public) library occupies a very important place in society. It was asked how important, relatively, a dozen organisations were. These were the following institutions: museum, cultural centre, community centre, swimming pool, sports hall, educational institute, theatre, district nursing, music school, welfare work, adult education courses and (public) library.
Out of the above mentioned institutions, the library seemed the most important one (average score 3.8 our of 12). Besides the library turned out to be the most indispensable. To about 80 % of the respondents the library is essential. This is more than any other institution.

b) When asked about the degree of relationship with other institutions, respondents classify the library as a cultural-educative institution (together with adult education, institute for cultivation, cultural centre and museum). In the opinion of the public, the public library had hardly any relation with institutions, whether social or recreative in nature, or both.

c) According to the public, the work in a library has following characteristics:

dull	(32 %)	diversified	(41 %)
lively	(52 %)	routine	(44 %)
feminine	(34 %)	old-fashioned	(14 %)
neutral	(61 %)	modern	(57 %)
all-round	(63 %)	dynamic	(49 %)
less varied	(22 %)	inactive	(24 %)
busy	(35 %)	easy	(38 %)
quiet	(43 %)	difficult	(33 %)
disorderly	(8 %)		
orderly	(75 %).		

Most of the respondents find library work lively, neutral of nature, all-round, modern, dynamic and, in particular, orderly. Quite a number of respondents (32 %), however, consider the work dull. As to the degree of difficulty, opinions balance each other diversified/difficult or routine/easy.

If we concentrate on social status (prestige), occupations may be listed in 8 categories, varying from very high till very low on the social scale (5). Askes about the social status of the librarian, 28 % consider the librarian as belonging to Category 3 (secondary school teachers, subaltern officers, lawyers), 40 % place him in Category 4 (elementary school teacher, subordinate officials) and 25 % in Category 5 (clerks, non commissioned officers).

The majority of the public have not the slightest idea what kind of level of education is needed for the profession of librarian. Nearly 40 % of the respondents think that three years of secondary school, are sufficient, nearly 35 % believe that five years at secondary school, will do. (Note: Both are well below the level of vocational training!). Only 25 % have the opinion that a would-be librarian has to study at university or polytechnic level.
This unfamiliarity with the need for professional training is probably one of the causes that about 80 % of the public indicate that a large part of library work could be done by volunteers (for which training and experience are not necessary).
To sum up, in the opinion of the public the profession: (1) has not (or no longer) a dull, old fashioned image; (2) is held in relatively low esteem; (3) is related to a comparatively low level of education; (4) concerns quite a lot of routine work; and (5) is seen, especially by males, as work for females.
Heidtmann (6) reached similar conclusions.

Are prospective librarians guided by such an image? It is a very well-known fact that about 80 % of all the librarians are still female. Up till now the profession has not succeeded in making itself sufficiently attractive to male youngsters, at least as far as the ordinary activities of a librarian in a non-management position are concerned.

How are librarians and future librarians motivated (in other words: for what reasons have they chosen to work in a library) and what are the consequences of such a motivation for library practice?
The motivation of librarians and especially the structure of motivation has been a subject of research in quite a few investigations over the last ten years.
In this context, reference may be made to surveys by Plate and Stone (7), Heidtmann (8), Wahba (9) d'Elia (10) and myself (11).
From all these surveys it appears that librarians are intrinsically motivated, to a very high degree; in other words, they set a high value upon aspects of the work itself (see Herzberg's two-factor hypothesis) (12). Work which is attuned to capacities and self-development and which is being accepted and valued as professional work makes for very highly motivating aspects. They are much more motivating, any way, than such extrinsic aspects as, for instance, salary and labour conditions.
From more recent research, though it seems that these kind of extrinsic aspects are receiving a greater emphasis, as a result of economic circumstances and, in relation, increasing cutt in library subsidies (13).
The satisfaction of primary needs is being endangered by the increasing unemployment in libraries. According to Maslow's theory of need satisfaction (14), such a situation causes people (and therefore librarians) to regress into emphasising "lower" need categories. The relevance of certain extrinsic aspects , to relate with the basic needs (security, salary, labour conditions) gains ground.
The following table illustrates this tendency.

Significance scores (4 = very important; 1 = unimportant)

	1978 (ca. 150 librarians)		1984 (ca. 75 librarians)
i. using one's capacities fully	3.4		3.3
i. opportunities for self development	3.4		3.2
i. consulting with management	3.1		3.1
i. taking one's own decisions	3.1		2.9
e. job security	1.8	→	2.9
e. good conditions of employment	2.3	→	2.8
i. doing work in which one learns	2.8		2.8
e. salary	1.6	→	2.4
i. being continually active at work	2.6		2.3
e. entering into friendly relations with others	2.6		2.3
e. library prestige	1.6		1.4
e. social status	1.6		1.2

In an other survey, we asked qualified librarians to indicate, on the one hand, which motives they had in the past to choose library work and, on the other hand, what motivates them now. The survey covers a stratified sample of 150 respondents, equally divided over males and females. The main motives (most frequently mentioned) and reported in next table (14).

Motives for:	choosing library education and work		present work as librarian	
	male	female	male	female
. I like reading, working with books	52 %	76 %	21 %	20 %
. because of library objectives (transfer of information)	20 %	10 %	46 %	38 %
. because of contact with the public (service)	30 %	65 %	28 %	57 %
. I like library technical activities (annotation, documentation and so on)	17 %	6 %	17 %	7 %
. because I did not like other studies	28 %	20 %	-	-
. because parents/friends advised me	24 %	7 %	-	-
. on account of responsibilities (management)	-	-	27 %	38 %
. because of job security (labour conditions)	-	-	28 %	20 %

(Note: More than one answer could be given!).

The following conclusions can be drawn:

a) During a person's work as a librarian his motivation for the present job may deviate strongly, in certain regards, from the original motivation.
There is a shift towards an identification with library aims or with the job one fulfils, or both. The original expectation "that you can work quite a lot with books in a library" (an important original move!) hardly operates as a motive in practice, now.

b) Females are more homogeneous/more positive/ more conscious in their original motivation than males.

c) Besides a " cultural" motive (books, reading), a "social" motive (serving the public) plays an important part in the original motivation. This last motive is very valid for female librarians, as well as being an important motive in the present motivation.

Heidtmann's survey of library school students in West Germany confirms these conclusions (15): 70 % mention "love for books" as a motive and more than 50 % find it very attractive to fulfil activities in serving the public.

Conclusion: The original motivation of librarians is for a large part based on expectations which do not correspond with library practice. Such a discrepancy is the more astonishing if one realizes that library school students have been in general using libraries for a long time and that a majority of them belong to groups (family, friends) in which practising librarians occur. (16)

A better guidance/instruction of vocation bureaus or secondary school by library schools or training courses has so far, at least in the Netherlands, led to only a slight improvement in the image. In our opinion the image is, much more dependent on the way in which (public) libraries present themselves to the public. A more adequate image of the profession could be created by an effective public relations policy. This will not be all that simple, however, for, as we know, the average library user will normally not confronted during his visit to the library with those elements of the library work which the profession considers as the real tasks of a librarian. As long as the image does not improve very much, library education will attract too many youngsters who are, strictly speaking, less suited for modern library management.

A more severe selection of students who apply for library education, especially based on interest in management, could be a solution. Such a selection, however, is not very recommendable. Reliable instruments are not available and at the same time one has to take into account that students could develop themselves during their training. Besides, we have to consider that not all the jobs in a library to be fulfilled by librarians are management jobs. As long as library education (schools and training courses) involves training students to be "all round" librarians, at least in the beginning of the course, one cannot select applicants on the account of their interest in management tasks.

Such a selection, regarding motivation and capabilities, can only take place during the training course itself. Moreover, a more natural flock of students with existing interest for library management can only be created if the library user gets the impression that a library is normal business.

2. Developments in society

The directors interviewed very often pointed out a number of recent developments in society, like a decreasing necessity to build a career, an increasing need for more leisure time, a lower willingness to move; in short a decline of the importance of wage work. These tendencies have their import on the work attitude of librarians. They can be seen as among the causes of a shortage in librarians interested in higher management positions. A more specific problem, in this regard, is the position, in general, of the female librarian. Female librarians occur relatively much less in higher management positions than their male colleagues, even if they have the same (or higher) qualifications.

Apart from sex discrimination and differences in motivation, there is also a problem of time. Society still holds the view that women in a relationship have - or are given - primary responsibility for house keeping, whether they like it or not. This is especially valid for families.

If females perhaps from sheer necessity, pay more attention to housekeeping activities than do males, this means that relatively fewer females can work full time. As (higher) management positions are nearly exclusively full time, this implies that quite a lot of probably capable personnel is not being used for these positions.

It is our positive conviction that part time work in management positions could be realised much more than in the present situation. By allowing part time management, one would create more possibilities for women, as well as confirming to a general tendency for more part time work (17).

3. Professional education and training

As regards qualitatieve problems, the professional training, for instance, at library schools, plays an important role. Even if there is, within the professional education, a specialization for library functions with management aspects, such as we have in the Dutch library training system, general critism is still expressed.

experience, an additional training for library management will prevent that library organisations (and especially the large ones) recruit managers from outside the profession.

4. Library practice

The notes about quantitative and qualitative shortcomings concerns the last 5-10 years. Undoubtedly this may be connected with a number of developments in the field of libraries. An explosive growth of library organisation has occured during the past period. This growth has resulted in rather big organisations with large differentiations of tasks, functions, aims, which for this reason are putting heavier demands on management. The decreasing financial capacity and the related problems of selection (policy of priorities) put an additional stress on management. It was possible in the past that policy development, structuring of the organisation, and policy evaluation, remained exclusively a matter of concern for the directors (or the board). This is no longer possible in the present situation, as a consequence of participation and democratization of decision making. Higher and middle management staff are now expected to make a contribution in policy development.

Realisation of a correct image of the profession within society, attracting another type of librarians and restructuring education and training programmes are possible contributions in solving the problem of a shortage of potential higher management. The main solution, however, has to be found within the personnel and organisation policy of libraries.

Quite a lot of libraries have rather vague or confused schemes of organisation. The effect is that, besides a formal organisation structure (normally drawn up to get an optimal attainment of objectives), an informal organisation originates which is very hard to keep in check. A result of such a development is that obscurity will be created about who is responsible for what concerning hierarchical positions.

This uncertainty will be strengthened even more by the lack of job descriptions and clear-cut accountabilities. With the creation and recording of clearly and logically formulated organisation structures, it will be obvious what kind of expectations library directors have of the functioning of middle and higher management.

With the availability of adequate job descriptions will also lay the foundation for instruments to evaluate management performance. Another problem is the degree in which middle management staff are involved in policy making. In an number of libraries middle management staff only execute policies made by others, with limited accountabilities. In these libraries (centralised power) middle management are given little opportunity to bear with real management responsibilities.

One does not have enough opportunity for further qualifications.

The result is that they will not be considered for promotion to higher management positions. We advocate a much greater involvement of middle management in the process of policy development and in addition they should be given greater authority. This, it is true, demands strong guidance by higher management, but, on the other hand, it has the advantage of cultivating potential higher management, according to management ideas in the organisation concerned. Such an approach should diminish middle management's sense of being caught between two contrary positions. Internal role-conflicts will therefore diminish.

Besides additional training meant to educate middle management for higher management positions, training intended to get better performance from middle managers could be very useful. This should be training on the job as much as possible. This will enable the training to be connected with the actual situation, the ideas of the organisation.

Apart from that, the department which is supervised by the trainee concerned will involved through that fact alone, and there will be an improvement in communication and participation.
Anyway, whether training courses are internal of external, the conditions are te same. Courses can only have the desired effect if:

(1) the courses or education programmes are linked with library practice;
(2) the courses etc. have the character of a follow-up (no repetition of earlier courses!);
(3) participants are motivated for the courses;
(4) the courses may be seen as an aspect of career planning, management development.

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SHAPING AND IMAGE FOR THE LIBRARIAN IN NIGERIA: IMPLICATION FOR EDUCATION AND TRAINING

by

ABOYADE, B.P., Professor Department of Library Studies
University of Ibadan,
Ibadan, Nigeria

Meeting no. 118

SHAPING AN IMAGE FOR THE LIBRARIAN IN NIGERIA: IMPLICATION FOR EDUCATION AND TRAINING

B. Olabimpe Aboyade

I

My first real encounter with a librarian was as a freshman in a university during the library orientation. The impression I got was of a personality who was masterful, awesome in appearance and manner of speaking, and absolutely in control of everything and everyone. As one learnt more about the strange world of a university campus, one soon got to know that in fact that University Librarian was one of the most powerful and repected people around. He justified this reputation by becoming the Vice-Chancellor and chief executive of that university and a few others.[1]

I have since learnt from the literature, especially Ronald Benge's "Libraries and Cultural Change," that this forceful image is not untypical of those I would call administrator-librarians. The autocratic and aggressive trait, alarming mien, a severity bordering on ferocity, and high intellectual capacity seem characteristic of a number of outstanding librarians in the British tradition. Such were Edward Williams Byron Nicholson and Dr. Bulkeley Bandinel both of the Bodleian Library, Oxford, Edward Edwards and Sir Edmond Panizzi of the British Museum - and Chairman Mao who was also once a librarian.[2]

It is not clear whether it is the administrator or the librarian in the personalities mentioned that has induced this image. And with regard to Nigeria, one must hasten to add that this particular image attached to only one librarian once upon a time. He in fact was shaped in the same tradition as the British librarians mentioned, and his reputation was limited to the narrow circle of librarians and academics.

By and large the librarian has not made a definite impression in the Nigerian society. Librarianship is a relatively new profession in the country and therefore there is not yet a recognizable professional image, if we take image as how others regard us. To most people, librarians are some kind of clerks who specialise in stamping books and giving them out on loan, and work in rooms filled with books called libraries. Occasionally words get out to the generality of the people, especially during annual conferences, that librarianship is indeed a profession and deserves the same recognition as for medicine and engineering. But in actual situation, people really get to experience directly the nature of this new profession.

Within this context, one cannot really talk about a changing image. It is the situation of a non-image and obscurity that one has to contend with. Becoming a librarian is thus more of a matter of chance than conscious motiviation. Many practitioners come to know the qualities demanded by the profession only after they had been drawn in by various other considerations.

II

Librarians have not yet developed a definite image in Nigeria for a number of reasons. Firstly libraries and librarianship are relatively new in the country. Apart from a few isolated libraries in the northern areas on Islamic culture and scholarship in the ninteenth century, the earliest public libraries in the country were those set up by British colonial administrators in the 1920s, and later by the British Council, mainly as a means of spreading British culture and ideas. The development of academic libraries followed in 1948 when the University of Ibadan Library was established and for a long time up until the 1960s it was the only one of its kind.

For many years after the establishment of the libraries there were no librarians to speak of, except for a handful of expatriates working in the only academic library in existence and a few British Council libraries. It was as late as the 1950s when some Nigerians - less than ten in number - had the opportunity of formal training in the profession from Britain. The establishment of the first library school in Ibadan between 1959 and 1960 however provided more opportunities for indigenous librarians to be trained. Six other schools have also come into existence.

Even now many people would agree that there are not enough librarians or libraries of whatever type in the country. Public libraries in particular are so very few that in most of the nineteen states of the Federation, only the capital cities have a semblance of a public library, while few states indeed have what might be called an even spread of libraries.

Another reason why librarianship has not been able to project an image is because the provision of information has not yet been generally recognised as vital for national development. It ranks very low in the provision of amenities in the society. Unlike the situation in some other parts of the world, where the growth of public libraries is due in large measure to the support and vocal expression and desire of the generality of the people to have such facilities, there is no such intensive demand noticeable in Nigeria.

It is thus to be expected that library use is severely limited, with the actual number of users estimated at 2% of the population. Consequently contact between the generality of the people and librarians is also severely limited as not to allow for the formation of a definite impression in the minds of people.

Perhaps the major impediment to having an image is the lack of an effective professional organisation. In the well established professions it appears that the professional association is an important agent for projecting its worth in society. It does this by regulating practice according to the ethics of that profession, and ensuring that only people who meet certain requirements are allowed to be registered as practitioners. It thus exercises absolute control on membership, and applies sanctions against malpractices. The association also has an effective control over the education and training of its members, either by undertaking the training and examination itself or by accrediting other training institutions. To be very effective the professional body is accorded official recognition by government.

In this context, the Nigerian Library Association is still very far from being an effective organisation, although it has been in existence since 1962. It does not regulate practice, nor has it any control on who can call himself a librarian. Neither does it moderate training programmes or conduct examinations. It has also so far not succeeded in getting official recognition and registration as a professional body.

III

In spite of all the facts pointing to a state of non-recognition, librarians are among the best paid public servants in the country. This is because graduates are relatively well paid, and most librarians in the country now are graduates. In the unified system of public service, salaries are graded in accordance with the level of education, so that people with the same academic qualification in different professions and callings tend to earn the same salary when employed into the public service.

It could thus be deduced that one of the major reasons for taking to librarianship is because it offers a well paid employment. It also offers a more rapid mobility up the ladder than, say, teaching. In a recent study of what influences the choice of librarianship, several other factors are mentioned. The group studied give as their most important reasons opportunity for intellectual development (58.4%), liking for books (50%) and escape from teaching (33.3%). Other fairly important reasons are scope for initiative (29.2%), liking for people (29.2%), opportunity for high level administration (20.8%), opportunity to gain a master's degree (16.6%) and good salary and prospects (16.6%).[3] In the same study the generality of respondents are not influenced either way by the degree of prestige accorded to librarians. Only about 4.2% concede it is somewhat influential.

In a situation where the earning power is linked to the level of education, it is imperative that the standard of education for librarianship must not fall below what is required for a desirable salary level. This obviously has implications for planning appropriate education and training.

Opinion is still divided as to whether training at the first-degree level leading to a B.L.S. is enough to earn professional recognition. There are also people, mostly with the British A.L.A. qualification, who wish to be regarded as librarians but who are not graduates. They are however, relatively few. Again there are some people trained the sub-professional level who eventually occupy professional positions because there are no fully qualified professionals available.

However, the majority professional opinion in the country is "that librarianship in Nigeria must move towards a post-graduate profession." This is the recommendation of a colloquium on education and training for librarianship in Nigeria held at Ibadan in 1974. The reasons for the recommendation are interesting. University and other academic librarians in particular say they prefer librarians with a good subject background at the first degree level before their professional training, which thus becomes a postgraduate affair. Officers and most members of the Library Association see postgraduate training as a means of enhancing the status of librarians. It is felt that since other reputable professions are upgrading entry qualifications for their training, librarianship should not lag behind.

It thus follows that entrants to the profession must first of all be graduates, and that the contents for the follow-up postgraduate training must be as high in quality as those for any comparable programme. If for instance the desireable postgraduate qualification is that of a master's degree, it must meet the university's requirements for that degree in every detail. This of necessity ensures that professional training has a high intellectual content, with less emphasis on technical know-how. But it raises afresh the problem of striking the right balance between theory and practice.

IV

The point about high intellectual content in professional education needs further elaboration, as it may provide the direction in which image can be developed, especially in a situation where this is still fluid. Education and training would thus shape the image rather than the other way round, where an already established or changing image directs the course of education.

By the very nature of the profession, librarianship can best aspire to the respectability of the intellectual. This would appear to bring it full circle to an era where the ideas of the scholar and the librarian are inseparable. Most librarians would agree that among the qualities required for their work in intellectual curiosity, considering that our services are directed at intellectual activities in various spheres of life. If librarians themselves are intellectually one step ahead of most people they serve, they will be able to gain the confidence of their clientele in their ability to intervene beneficially in their use of information. A graduate education will give librarians this lead, and postgraduate training will further predispose them to aspire to as high a level as individuals may wish.

When professional education and training are pitched at this high level, it is important that they are based in the universities, so that they can conform to the highest intellectual standards, and benefit from cross fertilization with other university based disciplines. Training undertaken in technical colleges and similar environments should be only for the para-professionals and others in the lower cadre.

For library studies or science to qualify as an academic disciplines, the balance between theory and practice hinted at before must shift in favour of theory during formal training in the universities. The mastery of techniques can be gained afterwards during a specified period of time devoted to working under supervision in libraries. This will be on a similar arrangement as for housemanship in the case of a doctor in training. At this stage, professional bodies should take over from the library schools and be fully responsible for ensuring professional competence and know-how.

With education and training pitched at postgraduate level it should be possible to produce two categories of highly competent professionals. The first category would include those who are able to undertake advanced studies in the professional line. They will be able to expand the frontiers of knowledge and provide more theoretical underpinning for a discipline that is still relatively young.

The other category would include subject experts with in-depth knowledge of the fields in which they are to give service. They will be better equipped to give personalised information services at a level that will generate a lot of confidence in the non-librarian specialist clientele.

It has been found for instance that scholars in the humanities generally do not require massive or sophisticated information systems, and are not responding like the scientists to innovative services derived from new information technologies. The best way therefore that libraries can respond to their information needs is to have among their staff those who can give the type of personalised information services that the scholars can appreciate and rely upon.[4]

V

One must admit that there are many library tasks that have nothing intellectual about them. Formal library school courses must strive to divest themselves of most of them and emphasise instead aspects that will prepare effective managers and facilitators of knowledge and information, who can take sound policy decisions and think far ahead of today's information needs. They will of course learn, in a working situation, to perform some of the supposedly mundane tasks associated with the running of a good library or an information system. But their focus will be shifted from day to day activities to the provision of improved library and information services through skilful ordering of the resources at their disposal.

Through education and training the image of the librarian as having a special relationship with intellectual resources and activities must come out more clearly. Even in countries where the awareness of the importance of libraries and information is very high, and people use information on a large scale, librarians and other information professionals do not generally enjoy commensurate acclaim; they also betray a rather low self-esteem in comparison with other professionals. It would seem that while information itself is regarded as crucial, there is not much on which to hang the notion that being its managers and facilitators is exceptional or indispensable. Whereas in the case of the doctor, although many people use medications on their own, no one will deny that the doctor's intervention in the use of medicine to promote health is indispensible.

Librarians can project a better notion of their worth in society by making the most of this special relationship with intellectual products, and by showing in the way they give service that they are intellectually better prepared than most of their clientele. When this vantage position is widely appreciated in society, many information professionals would find enough satisfaction and motivation in the respectability attaching to their profession, with or without a high profile in society.

In the end, what will make for the intellectualization of librarianship is a return now and again to its humanistic base. New developments in information technology and the general shift towards the 'scientific' line of study tend to overemphasise proficiency in techniques and specific tasks. While education and training must take due cognizance of such developments and accommodaate them, they should not lose sight of the need for broadly based interest in intellectual pursuits, and a concern for a solid theoretical foundation for the profession.

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Division: Education and Research

Section: Library Schools and Other Training Aspects

Planning and Development of Library and Information Studies Schools in Developing Countries -

An East African Experience

by

Syed Ameer Haidor ABIDI
Director
East African School of Librarianship
Makerere University
Kampala, Uganda

Meeting no. 56

In late 1940s when the dust of Second World War was settling down the library schools in the U.K. started receiving trainee librarians from countries of Commonwealth.[1] In 1950s the librarianship in these countries could be appropriately called 'British Librarianship Over-Seas.' Very soon as a result of the contributions of Unesco and other international aid agencies the library scene started changing and the developing countries approach to librarianship was defined. Efforts were made to evolve theories of librarianship in the context of developing society. In 1960s we had debates and arguments on the wisdom of starting local training centres for librarians.[2] The issue was decided in favour of the establishment of local schools mainly for relevance and economy. Contributions to these centres have now proved that the local training policy is definitely in the interest of developing countries.

The role of information in developing society's context is wide and multifaceted as the information institutions in developing countries have to accept lot more responsibilities due to limited existence of other social and communal institutions which should normally contribute to social transformation. Speed of change in the social setup of the developing countries is faster than in the industrial and technological societies, and the reason is obvious - availability of information on industrial societies experience and achievements. (In East Africa the growth of the institutions of higher learning has been much faster than what is was envisaged in 1960s). These realities form the foundation concepts in planning of information institutions and information studies schools in developing countries.

At the initial stages of planning a guiding role is played by the sociological factors which include education policy, scientific and industrial research, library and information scene, manpower surveys and the development plans of the country. A careful study of these factors can assist in identifying the actual training needs and the targets, and can also help in considering the aims and objectives of training, while the anticipated needs of future form the basis of devising development policy. It is the expected trend of research for future and the rapid changing patterns of society to which the programmes have to be tailored.

It has been found sometimes that a programme intended for training librarians is turning out archivists or librarians trained for professional jobs are continuously crossing over to other careers.[3] Such situations arise due to the absence of close study of the sociological factors. This should not be allowed to continue. In some situations it may be a socio-political issue whereas in others it is a direct impact of political factors. Governments in most developing countries attach low priority to library and information profession. National library associations may have to double the efforts to make their governments realise that the top priority to information will accelerate research activity and bring the developing society closer to the 'developed' society.

The developing countries sometimes talk in terms of regional schools. One of the reasons for this 'regionalism concepts' is the interest of international aid agencies which for their own policy prefer to sponsor regional projects. But no educational or academic regionalism can exist outside political convenience. Regional projects sponsored by outside donors continue comfortably with foreign aid but as soon as the aid agreement is over, the regionalism starts getting 'loose.'

Another attribute of political factors is the disinterestedness of the national institutions in parting with their facilities for aliens on the same terms as for their own nationals. As a result higher fees are introduced for foreign candidates, which hinders mobility of students from one country to another unless sponsorship flows from outside the national exchequer. What, in fact, the developing countries need is the planning on national basis. The common problems of the regions can be discussed in the subject meetings organised on regional level and cooperation among schools can be achieved by exchanging external examiners or lecturers for short periods.

Information profession is rapidly changing. Its training should emphasise the understanding and recognition of the leanings of a changing society, and redefine the areas of training to add competence of solving problems of varied context. Diversification or programmes will therefore assist in justifying the continuation and existence of the national training centres. It is with this view, the East African School of Librarianship in its development plan has proposed to introduce programmes in Archival Administration and Organisation, Records Management and Audiovisual Library Methods. This is a first step in the right direction to produce for the country the most needed manpower in the infomration field or allied areas. This can also be argued by disciplinary factors. Library and information science is an interdisciplinary subject.[4] Its theories are changing with a fast speed. Discussions on international forums and researches are adding wealth of knowledge to its field. Impact of technology has revolutionalised the information processing and organisation methods. It is therefore inappropriate to rest with traditional library work which has become unsuitable in developing countries context. The curriculum is designed for future and not only for today. We simply cannot ignore the new circumstnaces and the new technology if we intend to plan a systematic training programme. While we discuss principal issues, it is not the intention to go deep into curriculum designs.[5] However, the study of the social patterns and the role of information in the particular social context will definitely add to understanding the problems and identifying the solutions. This will help in making the curriculum relevant to the local needs. At this stage of planning, a rational review of the traditional methods and challenging technological innovations is required.

With an ultimate objective of developing skills and competence in trainees the information training schools need provision of appropriate physical and other facilities like library, workshop, seminars, study tours, attachment to libraries and professional contacts in the country and abroad. In other words a proper training environment has to be created. Different teaching methods may be employed in active learning process but the value of research oriented stimulating methods cannot be overemphasised.

Shortage of teachers or say good teachers is the most pressing problem of the library methods. In some cases the staff development programmes are defeated by economic and professional factors. Young lecturers cross borders for better salaries or more professional satisfaction. There is no way to stop the trend except that the staff development programmes are further strengthened. Involvement of part-time teaching force from active librarianship and other specialised fields is useful rather iminent in certain situations. There may be no justification in all circumstances to appoint a full-time lecturer for binding and preservation of books, for example. The East African School of Librarianship has been priviledged to have the services of the Head of University Printery, the Head of University Library Bindery, Catalogues from Makerere University Main Library and the Documentation Officer from the National Documentation Centre. However, part-time teaching force should be restricted to a small number. The library and information training today is no more a part-time training and the full-time students rightly deserves full-time guidance and supervision.

While we discuss the staffing problem it is important to mention that the diversity of newly developed subjects and specialisations has down-valued the recommended standards of student staff ratio. We may have to address ourselves to the issue of validity of these standards.

The levels of training depend on the existing needs of the profession and the growth and development of training levels are natural corollary corresponding to the development of library and information profession and manpower requirements. At the East African School of Librarianship the first programme for Library Assistants Certificate Course was started in 1963. Two years later a Diploma Course was introduced and in 1976 the Postgraduate Diploma Course was added. The EASL is now contemplating on converting the existing undergraduate diploma into a degree course.

Library Schools in developing countries have natural responsibility for improving professional capabilities of the whole information community of the country, by keeping information workers abreast with latest developments in information field. This is more so because of the limitations of professional associations. The conferences, seminars and other continuing education programmes should therefore form part of the regular activities of these schools. The East African School of Librarianship has organised a number of such activities in collaboration with Unesco, German Foundation for International Development, Fredrich Nauman Stieftung and the Ministry of Education, Government of Uganda.

The University set up which has intellectual environment, better teaching facilities and comparatively comfortable financial provision is considered an ideal place to locate the library training school. These has not been serious opposition to this concept except negligible abstentions. Some schools which were started outside the University set up were later shifted to Universities. Ghana library school is an example.

The governing body or the policy making authority of the school can benefit usefully from the involvement of employers in its decision making process in respect of curricula, levels of training, teaching methods and so on. This has been a great experience at the East African School of Librarianship where Directors of National library services and University librarians from Kenya, Uganda & Tanzania have contributed enormously and members of the Council for library training in East Africa.

Efficient, committed and capable information workers can only be produced by competent trainers in a comfortable teaching environment where programs are tailored to professional requirements according to national needs.

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1. Edward Dudley: The training and education of overseas librarians

   [Paper submitted at the week-end Conference of the London and Home Counties Branch of the Library Association held at Bognor Regis, 24-26 April 1964. Published with other papers as 'Librarianship overseas,' London, L.A., 1964]

2. Discussion on local school vs. foreign institutions can be referred in the following publications.

   a) S.A.H. Abidi: Education and training of library personnel in East Africa. Nairobi, EALA, 1972, 12p.
   [Paper submitted to the Fifth Bi-annual Conference of the East African Library Association, Nairobi, 24-30 Sept. 1972]

   b) S.A.H. Abidi: Library training in developing countries. Reduit (Mauritius), SCAULEA, 1973, 12p.
   [Paper submitted to the meeting of the Standing Conference of African University Librarians, Eastern Area, held at Reduit, 10-13 April 1973. Issued in microfiche form with proceedings]

c) S.A.H. Abidi: Training of library personnel for Uganda. Kampala, EASL 1972, 18p. [Paper present to the Seminar on 'Development of library services in Uganda, held at Kampala, 25 Feb. 1972 under the auspices of the East African Library Association, Uganda Branch]

3. S.A.H. Abidi: Improving library and information training facilities in Eastern Africa - a study. Bonn, German Foundation for International Development, 1978. 61p.

4. Librarianship training at the University of Ghana is organised under the Faculty of Social Studies, at the universities of Ibadan, Ahmadu Bellow, Zambia and Addis Ahaba under the Faculties of Education, at the universities of Delhi, Aligarh (India), Chulalongkorn (Thailand) under the Faculties of Arts. The East African School of Librarianship (Makerere University, Kampala, Uganda) is independent of any faculty rather operating itself as a faculty. In many universities of the developed there are world independent faculties of library science/librarianship. Makerere University has taken a lead in developing countries by recognizing the disciplinary evolution of library and information science.

5. H. Schur has discussed topics of information science programmes of North American Schools in 'Education and training of information specialists for the 1970s' (C.E.C.D. 1972); Professor Wilfred Saunders has recommended certain modules in "Guidelines for curriculum development in information studies" (Unesco, 1978); Burrell has identified categories of library tasks which may be used as a basis in designing a cirriculum (Curriculum design and development, by T.W. Burrell. Education for Librarianship. V.1., No.3, Sept. '83 p.234); COMLA Seminar (Fiji, 1979), SCECSAL Pre-conference seminar (Nairobi 1978), SCECSAL Pre-conference seminar maseru (Lesotho, 1980) have designed courses for para-professional level. In addition there are hundreds of syllabi which can be critically studied.

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Projects and Results in Library History Research Performed in Poland

by

Stefan Kubów
Stowarzyszenie Bibliotekarzy Polskich
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Stefan Kubów

Projects and Results in Library History Research Performed in Poland

/ abstract /

History predominates in the library science in Poland. It is invited by the profusion of sources found in libraries and archives and by the organization of research which gives preference to historical themes. These studies are carried on chiefly in libraries which boast of longtime traditions, and in library schools attached to universities. Particularly fruitful is the research work done by the library science institutes of Warsaw and Wrocław Universities, by libraries run by the Polish Academy of Sciences and by the History Commission of the Polish Librarians Association. Nevertheless, an up-to-date and thorough synthesis of the history of libraries in Poland has not been elaborated so far.

Stefan Kubów

Projects and Results in Library History Research in Poland

The fundamentals of the book science in Poland date back to the early 19th century. The first empirical works founded on the book science methodology were those written by Karol Estreicher about the origins of printing on Polish soil. Library history papers appeared at the end of the 18th century, but the earliest of them had been rather marginal to the science history studies. It was not until the advent of the 20th century that serious treatises about private and public book collections in history had come to the scene. They were studies by S. Estreicher /Karol's son/, E. Chwalewik, J. Muszkowski, J. Hartleb[1] and others. The 2nd Congress of Polish Librarians in 1929 was marked by a monographic study on the Public Library, then 100 years old, and its founder Edward Raczyński[2] , and by a collection of articles about the public and private libraries in Wielkopolska /Western Poland region/ and Pomerania[3]. During the Second World War J. Grycz availed himself of the entire output of research into the history of Polish libraries until 1939 to write an outline History of libraries[4], which was published immediately after the war.

History clearly prevails in the Polish book and library science also today, which is due to several following factors: tradition, widespread knowledge of the methodology of research of this type, profusion of sources found in libraries and archives and the specific organization of the pertinent research - an offshoot of the general organization of science in Poland. The latter factor, unlike the preceding ones, cannot be left without an explanation. The book and library research in Poland is developing in libraries themselves, as well as in library schools attached to universities and pedagogical colleges. The schools, which enjoy the status of institutes or scientific establishments, are located at departments of social sciences, philology or history. Consequently, the science councils of these departments hold a monopoly over conferring the scientific degrees of doctor and habilitated doctor. Obviously, history-profiled research wins considerable priority under these circumstances. Hence, specialists in history, philological and culture sciences who sit on the faculty science councils hold an influence over the scientific profile of library schools. They do this by virtue of conferring scientific degrees which are so important to the staff policy in the Polish science world. They determine the scientific development of teaching staffs in library schools, and the teaching staffs in turn devise the schools' education curricula and initiate students into scholarly work. No wonder then that the students master chiefly the capabilities for history research and thus one-sidedly equipped to a degree they set out for their library careers. This also explains the prevalence of history preoccupations in the scientific research performed in libraries.

Because the experience of book and library research in Poland is so rich, any attempt to systematize it will be incomplete. But it will give rise to controversy and doubts also for other reasons.

Currently, one can distinguish several directions or even schools within the range of this experience. One of them spotlights the book as a means to convey the intellectual message and hence exert an influence on society. In this case the library is an institution for disseminating the book in society, similar to the institutions of the book market. In Poland, this direction is called the functional concept of the book science or the Wrocław School of readership history after its founder Karol Głombiowski, once a Wrocław University professor, who now has moved to University of Gdańsk.

Another school proceeds from the history of culture as the starting point to determine the position held by the book in society's culture at a given stage of development. This is so-called Warsaw school grouping scholars associated with the Team for Research on Book's Role in Polish Culture. The Team is headed by Professor Barbara Bieńkowska of Warsaw University.

The third markedly distinctive line of library history research is related to the Association of Polish Librarians and its constituent Memoirism History Team, which focuses its research on the history of the librarian's profession.

The hardest to classify is a group of independent scholars who show differences of approach to various problems, but who concur that the library with its collections, staff, methods, technical equipment and readers is the centrepiece of their scientific discipline. That group is composed of, among others, Helena Więckowska, Jadwiga Kołodziejska, Zofia Gaca-Dąbrowska, Bogumiła Kosmanowa, Jan Baumgart, Jan Wróblewski.

Historians of the bibliophilic movement have written a number of monographic studies about private libraries. These works are only negligibly different from the other monographs of this sort and will not therefore be accorded a special treatment further in this paper.

Moreover, large libraries in various parts of Poland have research programmes of their own, which mostly set out to investigate their own history and not infrequently the history of libraries in the whole region as well.

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The so-called Wrocław School of readership history originated with the concepts evolved in Russia and Poland at the start of the present century. The book in its relation to the reader is the central category of this discipline. Under this assumption, all phenomena and processes pertaining to the book - such as contents, graphic form, press-run, manner of distribution, profile and size of private and public book collections - are examined from the viewpoint of the readers' requirements and the functions that the book performs[5]. Such an approach to the book and related phenomena entails an integral treatment of its history, i.e. an aggregate study of its production, distribution and use. Should Svend Dahl have approached his History of the Book from this viewpoint, he would have been very close to satisfying the postulates present in this concept of the book science.

Anyway, an attempt to this effect has been made in Wrocław. in what was supposed to be a so-called "Polish Dahl" edited by K. Migoń, Głombiowski's leading disciple. The social and economic crisis in 1980 stood in the way of completing and publishing that work. Some of its parts will be published in separate forms.

The integral treatment of the book history, including the book's circulation in libraries, has been applied in a number of monographic studies within this concept of the book science. We should mention here works by K. Migoń about the reception of Oriental books in Silesia, by A. Żbikowska-Migoń about the scientific books in Poland during the period of Enlightenment, my studies about the infiltration of Polish emigré books into Poland in the 19th century, and several studies by the master himself, which include the recently rediscovered monograph about the Polish political literature in Silesia in the 15th-18th centuries[6]. Cast in a similar vein are papers written by K. Maleczyńska and A. Mendykowa, who within this school implement their own programmes of research into the history of the Polish book in Wrocław and Lower Silesia [7]. The merit of these papers lies in enriching the knowledge about various small libraries and book collections which had not sparked an interest as the subject matter of separate monographic studies, but which are of value on account of being typical of a given place and time.

Within this school and partly also out of it research was goingg on into libraries of the bourgeois, people of science, writers, the Polish nobles and aristocrats. Its object was both the aggregate treatment of libraries in a given area and individual book collections, for example the presence of political literature in the libraries of Cracow nobles in the 18th century[8], book collections of Cracow's burghers in the 17th century[9], book collections of Toruń, Gdańsk[10] and Warsaw[11] residents, the Nicolaus Copernicus Library[12], the library of Gdańsk amateur scholar Jan Uphagen[13], and others.

We also can mention here the monographic works about the Medieval and Renaissance monastery and church libraries in Silesia, written by Wrocław researchers H. Smejkowska, A. Świerk, K. Pawlik and K. Głombiowski[14]. These works together with the treatises on the history of printing, book trade and readership represent the scrop of a programme launched by the University Library in Wrocław and the Wrocław Science Society with the object of investigating Silesia's ties with Poland in the past.

A slightly different approach to the library history comes from Barbara Bienkowska and related group of scholars from the Institute of Library Science and Scientific Information of the University of Warsaw, Warsaw University Library and the Polish Academy of Sciences' Section for History of Science and Technology. This group sets out to study the book history in Poland and the book's role in shaping the mental, artistic and moral culture of Polish society, which is to lay down the groundwork for defining the book's role in modern society. To this end, the group resolved to register and interpret all detectable traces of the book's presence in old Poland, with regard to its production and circulation in society, and its use. The emphasis laid on the latter issue stems from the belief that readership is the most representative factor for studying the mental standards of a given society. Its chief manifestations are libraries, notably private, compiled to suit the needs of their owners or users.

The findings of this research are brought out in a continuous publication entitled: From research into the Polish book collections in history" . So far five volumes have appeared. They cover almost 20 libraries which belonged to monasteries, schools, clans of the nobles, men of letters, state officials and notables, medical doctors, etc. from the 16th to 19th century . Moreover, the volumes feature treatises which analyse whole sets of libraries from the viewpoint of the book titles they collect, the output of respective authors or the literature of a given field. These are also articles of theoretical and methodological nature which serve to implement definite projects.

Preliminary assumptions and hypotheses backed up by quite an ample variety of examples are found in B. Bieńkowska's popular book "Staropolski świat książek" /The old Polish book world/[15] , which can be seen as an attempt to provide a synthetic picture of the book history in Poland until the 18th century, including the library history.

The Association of Polish Librarians has to its credit a meaningful contribution to the library, or rather librarianship history research. In 1964 the Memoirism History Team at the Warsaw Branch of the Association embarked on a plan to perpetuate in print the portraits of the most celebrated and meritorious Polish librarians. Owing to that, two volumes of pen portraits of 41 librarians[16] appeared in 1974 and 1980. The third volume is scheduled to appear this year. Given a substantial organizing and scientific effort on the part of the Association of Polish Librarians, a Directory of Polish book workers with 2,700 brief biographical entries appeared in 1972. A voluminous supplement to it will come out in the near future. The Association has also inspired the stream of research into the history of the librarians' trade movement, staff training and supplementary professional education. The foundation by the Association of Polish Librarians of an annual scientific award should contribute to the further expansion of research in these areas.

The other half of this paper should provide an insight into the library history research programmes implemented by respective libraries and scientific institutions in various parts of Poland, as well as by individuals whose achievement merits a mention.

In Warsaw, alongside the group led by B. Bieńkowska, a ranking research centre is the National Library and the Institute of Book and Readership associated with it. A book and library research centre emerged here early in the 1960's. It has compiled a sizeable dossier of sources since that time. In spite of the fact that the work on the card-index of sources was interrupted at one time, the National Library has sponsored a number of valuable monographic studies, most of which have been penned by the head of the Institute of Book and Readership, Ms. Jadwiga Kołodziejska. Her interest in the history of public libraries has found a reflection in many articles and papers which she has delivered in Poland and abroad, as well as in her monographic study about the Public self-governed libraries in the period between the wars [16]. Recently, she has won over for the history research a group of young people who have already presented their interests in their first publications.

The 50th anniversary of the foundation of the National Library observed in 1978 gave a strong boost to the library history research. That occasion was marked also by an exhibition and a scientific session, which had presented the library history since the first appearance of this institution in Poland, i.e. since the foundation of the Załuskich Public Library in 1747. By the way, it was the oldest public national library in Europe.

The joint achievement of the Warsaw librarians' milieu is a collective work edited by S. Tazbir, entitled "From the history of the book and libraries in Warsaw"[17]. It presents the development of public access to these collections since the times of the Załuskich Library until the present activity of the Public Library in the capital city of Warsaw.

The Warsaw University Library also boasts of achievements in the studies on the past of Poland's librarianship.

Poznan is another scientific milieu with a ranking achievement in library history research. The group of scholars associated with Poznan University and large scientific libraries have achieved very valuable results in their research into the history of librarianship in Wielkopolska /Western Poland/ region in the 19th and 20th centuries.

The townlet Kórnik, which is 20 kilometres distant from Poznań, has a historic library founded in 1828 by a learned aristocrat Titus Działyński. Today it is one of the five independently operating libraries of the Polish Academy of Sciences. The Kórnik Library Diary published since 1930 /and now comprised of 18 volumes/ features hundreds of presentations telling the history of the library and the life stories of its librarians, as well as the index-cards of its most valuable collections. Several monographs and catalogues from the Kórnik Library collections have appeared in book form. Moreover, the Library is distinguished in popularizing its history.

Owing to the guiding effort of B. Kosmanowa, the Kórnik Library circle brings out works of a broader dimension, possibly auguring a synthesis of the library history in Poland. Over recent years, the Library has made a review of the research into the history of libraries in Poland and has suggested an independent classification of the library history into periods. In 1978 Kórnik published a modest-size book "A Thousand~~s~~ Years of Libraries in Poland"[19]. Also noteworthy is Kórnik Library's extensive monographic study entitled "Polish Libraries in the Grand Duchy of Poznan"[20], that is in the years 1815-1918.

A circumstance which helped to intensify work within the Poznan milieu came with the 150th anniversaries of two prominent libraries in that region: the Kórnik Library /1978/ and the E. Raczyński Public Library in Poznań /1979/, and also the 100th anniversary of founding the Peasants' Reading Room Society there. Hence Poznań played host to three scientific conferences of importance: on the role of books and libraries in the Polish culture in the 19th and 20th centuries /1977/, the Polish librarianship between the wars /1978/ and the 8th Congress of Polish Librarians /1980/, which devoted one of its sectional debates to the Polish library history research. Also popular scientific sessions dealing with these two historic libraries were held. Regrettably, the materials from these conferences and sessions have largely remained unpublished and their output is slowly falling into oblivion.

The National Ossolińskich Foundation Library established in Lwów in 1817 is now cultivating its history from Wrocław, where it had been moved from Lwów after the end of World War II. Currently it is a library of the Polish Academy of Sciences. After the library had moved to its new place a programme was devised to describe its history in the form of monographs covering the terms of duty of its successive managers. The programme is not complete yet, but it has borne fruit in many valued works whose subject matter is the origins of the Foundation that came into being in 1817, its history in the first half of the 19th century, at the turn of the 19th and 20th centuries and under the administration of its last manager before the outbreak of the Second World War. Thanks to the library forming a part of the body of the Polish Academy of Sciences, which is Poland's largest publisher of scientific literature, it enjoys very propitious conditions for bringing out its scientific papers. It also brings out catalogues and inventories of its collections, and a continuous publication entitled "From the Treasure--House of Culture", the contents of which ranges over scientific treatises, historical sources and indexes of collections owned by the library.

Mention is also due to the postgraduate seminar led by professor Antoni Knot of Wrocław University. In the Sixties and Seventies Professor Knot headed research on the history of public libraries in Poland after World War II. The research produced several monographs about libraries in those territories which returned to Poland following the war: Western Pomerania, Zielona Góra Region, Lower Silesia, and, moreover, Poland's eastern territories.

The cities of Katowice and Opole have two other centres of research on the history of libraries in Silesia, They are the Silesian Institute in Opole and the Silesian Library in Katowice. Certain achievements in this research are also on the record of the Silesian University Library in Katowice. Of the most remarkable works I would mention a history of libraries in the Silesian Voivodship /province/ in the years 1922-1939[21], a history of Polish libraries in Opole region's Silesia between the wars[22]., a study on the role of German popular libraries in the germanization of the Polish population in Opole region's Silesia[23], and many monographs about individual libraries in Silesia.

In Cracow, the research on the history of the book and the libraries is performed by the Jagiellonian Library, the Library of the Polish Academy of Sciences, the Czartoryski Library and two library schools - one at the Jagiellonian University and the other at the Higher School of Pedagogics.

The greatest traditions are held here by the Jagiellonian Library whose directors in the past included such outstanding librarians as Jerzy Samuel Bandtkie, Karol Estreicher, Edward Kuntze, Aleksander Birkenmajer and Jan Baumgart. It was under the management of the latter, ~~who was also~~ a prominent official of the Association of Polish Librarians, that a project emerged to write down a history of the Jagiellonian Library. Its crop were many detailed elaborations, and eventually in 1966 the first volume appeared, covering the period since the origins in 1364 till the year 1775. The second volume is still in preparation.

The Library of the Polish Academy of Sciences /PAN/ in Cracow is first of all a strong publishing centre for the sources to the book and library history. This object is served by the PAN Library Yearbook. Meanwhile, the Czartoryski Library is busy researching the collections that have become part of it.

The research into the history of libraries on Poland's eastern territories is carried on in Lublin's H.Łopaciński Voivodship Public Libary, and in university libraries - of the Catholic University of Lublin and the local state-run university. The Public library is the centre of studies on the history of public librarianship. Quite an impressive achievement in this domain can be exemplified by a monograph about the nascency of public librarianship in Lublin in the years 1811-1813, the times of the local Biobliopolic Institute[24]. M. Wełna-Adrianek, the authoress of these works, is also one of Poland's few researchers of the history of school librarianship in Poland. A history of the Voivodship Public Library in Lublin, founded in 1907, has been also written. It was occasioned, as in many other similar cases, by the 50th and 75th anniversaries of the library.

The Library of the Lublin Catholic University specializes in the history of church libraries in Poland. The results of this research appear in the continuous publication entitled "Archives, Libraries and Church Museums".

The state-run university library in Lublin performs studies on its own collections and has not produced any major results so far.

A strong centre of the library history research is Łódź, where Poland's first academic-level library school was founded once. The Łódź output is dominated by research on the public librarianship in the town, with traditions dating back to the end of the 19th century even though a permanent library was founded in 1917. The Association of Polish Librarians /SBP/, which is very vibrant in the Łódź region, has inspired studies on the history of the librarian profession and the Association itself[25]. Mention is due here to a concise outline history of libraries in Poland written by Łódź researchers H. Więckowska and I. Treichel[26]. However, the most valuable achievement of the Łódź scientific environment is a Directory of the Polish book workers, edited by the same Irena Treichel.

In northern Poland there are three vibrant Centres of library history research ; they are Toruń, Olsztyn and Gdańsk.

In Toruń this research is performed at the Nicolaus Copernicus University and the City/Book/Emporium as the local public library is called. Founded in 1923, the library has no scientific monographic study devoted to it, even though it has celebrated anniversaries. But its staff boast of achievements in their study of libraries in Pomerania. The publishing series Prace Książnicy Miejskiej w Toruniu /Papers of the City/Book/Emporium in Toruń/ carry monographic presentations of libraries in towns of Central Pomerania.

The University Library in Toruń is one of the youngest in Poland, because it came into being along with the university in 1945. But it was born in effect of bringing together church, court, school and private collections, which at the very inception gave almost 600,000 of inventory items. Obviously, a collection of this kind is very attractive to researchers who thus have the possibility to explore the readership interests of the books' former owners and users. So far the interests of well-known Toruń book-fanciers and the resources of a high-school library in Chełm near Toruń have been studied, among other things[27]. A majority of the sources are still awaiting their discoverers.

The history of libraries in Varmia and Masuria is the object of research conducted by Jan Wróblewski, who has scored outstanding results in this domain. In 1968 he published a book about Polish librarians on those territories on the turn of the 19th and 20th centuries[28]. Seven years after he brought out another book in which he extended his research to the entire territory under the Prussian occupation and the German Reich[29]. After seven more years a popular version of his research, entitled "They defended

Polish thresholds"[30] appeared in print. He also carried on studies on the history of Polish libraries in Pomerania and Silesia. When in 1974 the Higher School of Pedagogics in Olsztyn established the Faculty of Library Science and Scientific Information, Wróblowski could take care of a circle of junior library historians in Varmia and Masuria. But the findings of their research are still to be seem.

In Gdańsk, substantial results in the library history research have been achieved by the Gdańsk Library of the Polish Academy of Sciences and the Faculty of Book Science at Gdańsk University. The local library, founded by the City Council in the 16th century with the professors and Academic Grammar-School students in mind, swallowed up many private libraries of Gdańsk burghers, men of letters, medical doctors, as well as school and church libraries. Many of them have already been marked by thorough monographic presentations published either in book form or in the continuous publication Libri Gedanenses.

The collection of that library also serve as a research workshop for the staff of the Book Science Faculty of the Gdańsk University, which is also promoted and inspired by the Gdańsk Science Society.

Works on library history research also appear in other minor centres, because Poland is the scene of an intensive development of regional studies in which libraries take part as a rule. However, these endeavours on the whole are of a random nature and they do not make up any programme, nor do they ensue from any definite programme. And their scientific standards differ.

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As can be seen from what we have said above, the achievement of research into the history of libraries in Poland is substantial, but, at the same time, these studies are dispersed and differentiated in terms of the theory of the discipline and its methodology. The library science historians perceive both positive and negative sides of this state of affairs. What is perceived first of all is the need to improve the methodology of research by more frequent all-national seminars, better information about the studies in progress and co-ordination of efforts to this end. Such a chance does exist now after book and library historians have joined in a large-scale interdisciplinary research project headlined the Polish national culture, its development trends and its preception. The projects also envisions research on the history of libraries and readership in Poland. A forthcoming Polish book Encyclopaedia, whose pilot copy is in print already, will be a touchstone of the hopes associated with the project.

~~The~~ An attempt has also been launched to co-ordinate the scientific work carried on by the public scientific libraries.

Taking into consideration the to-date scientific achievement and the organizing effort, we have grounds to say that the Polish library science is in a position to elaborate shortly a scientific synthesis of the history of libraries in Poland.

Druk. SK. Zakł. Wł., W-wa. Zam. 361/84. Nakład 50 egz. T-105

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4. J. Crycz: Historia bibliotek w zarysie. Warszawa 1949.
5. K. Głombiowski: Problemy historii czytelnictwa. Wrocław 1966; K. Głombiowski: O funkejonalnş koncepcję nauki o książce. Studia o Książce 1970 vol.1.
6. K. Migoń: Recepcja ksiązki orientalistycznej na Sląsku do konca XVIII wieku. Wrocław 1969; A. Zbikowska-Migoń: Książka naukowa w kulturze polskiego Oświecenia. Wrocław 1977; S. Kubów: Książka Wielkiej Emigracji w Wielkopolsce /1831-1862/. Wrocław 1980; K. Głombiowski: Polska literatura polityczna na Sląsku od XVI do konca XVIII wieku. Katowice 1960.
7. K. Maleczynska: Recepcja książki francuskiej we Wrocławiu w XVI wieku. Wrocław 1968; K. Maleczynska: Zainteresowania czytelnicze mieszczan dolnośląskich okresu Renesansu. Wrocław 1982; A. Mendykowa: Książka polska we Wrocławiu w XVIII wieku. Wrocław 1975.
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10. K. Podlaszewska: Księgozbiory mieszczan gdańskich XVIII w. Gdańsk 1972; K. Podlaszewska: XVIII-wieczne księgozbiory mieszczan toruńskich jako przejaw ich kultury umysłowej. W: 500-lecie polskiego słowa drukowanego na Śląsku. Wrocław 1978.

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12. L. Jarzębowski: Biblioteka Mikołaja Kopernika. Torun 1971.

13. E. Piotrowska: Biblioteka Jana Upnagena. Gdańsk 1980.

14. H. Szwejkowska: Biblioteka klasztoru cystersek w Trzebnicy. Wrocław 1955; K. Głombiowski: Biblioteka franciszkanów w Nysie w swietle katalogu z 1678 r. Wrocław 1953; A. Swierk: Sredniowieczna biblioteka klasztoru kanoników regularnych św. Augustyna w Zaganiu. Wrocław 1965; K. Pawlik: Biblioteka otmuchowsko-nyskiej kapituły kolegiackiej w sredniowieczu. Roczniki Biblioteczne 1973 vol. 16.

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22. J. Ratajewski: Ruch czytelniczy i biblioteki polskie na Śląsku opolskim. Opole 1970.

23. C. Wawrzyniak: Rola niemieckich bibliotek ludowych w procesie germanizacji na Opolszczyźnie. Biuletyn Niemcoznawczy 1969.

24. M. Wełna-Adrianek: Instytut Bibliopoliczny - pierwsza biblioteka publiczna Lublina /1811-1813/. Roczniki Biblioteczne 1968 vol. 12; M. Wełna-Adrianek: Początki bibliotekarstwa w Lublinie. Roczniki Biblioteczne 1970 vol. 14.

25. I. Nagórska: Koło Łódzkie Związku Bibliotekarzy Polskich w latach 1919-1939 i jego przewodniczący Jan Augustyniak. Przegląd Biblioteczny 1963.

26. H. Więckowska, I. Treichel: Zarys dziejów polskich bibliotek, oraz bibliografii i bibliologii polskiej. A. Zarys dziejów bibliotek polskich 1795-1939. Studia i Materiały z Dziejów Mauki Polskiej. Warszawa 1966.

27. B. Serczykowa: Księgozbiór lekarza toruńskiego Wacława Daroscha z drugiej połowy XVII wieku. Nauka o Książce 1970 vol. 6; L. Jarzębowksi: Eugeniusz i Janina Przybyłowie. Rocznik Toruński 1979 vol. 14; L. Jarzębowksi: Księgozbiór Biblioteki Chełminskiej /Bibliotheca Academiae Culminensis/. Jego pochodzenie i losy. Nauka o Książce 1962 vol. 7.

28. J. Wróblewski: J. Wróblewski: Biblioteki Polskie na Warmii, Mazurach i Powiślu w latach 1881-1939. Olsztyn 1968.

29. J. Wróblewski: Polskie biblioteki ludowe w zaborze pruskim i na terenie Rzeszy Niemieckiej w latach 1843-1939. Olsztyn 1975.

30. Wrocław 1982.

LA FORMATION DES SPECIALISTES DE L'INFORMATION
AU MAGHREB ET AU SENEGAL

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1. INTRODUCTION :

La croissance et l'expansion des services de documentation et des bibliothèques au sein des systèmes nationaux d'information, notamment dans les pays en voie de développement (PVD), supposent l'existence d'un personnel qualifié et suffisamment nombreux pour assurer l'organisation de ces services et leur bon fonctionnement.

Dans les PVD, les besoins en information de l'administration publique priment ceux de la recherche et de l'industrie, du fait de son omniprésence dans la vie socio-économique.

La recherche, qui devrait pourtant constituer un secteur prioritaire dans le développement économique et social de ces pays, continue à être négligée, alors que les industries restent tributaires du flux nord-sud.

Les besoins en information des petites et moyennes entreprises sont souvent négligés ou dépendent entièrement des informations communiquées par les filiales locales de firmes étrangères et transnationales.

La lecture publique et scolaire était insignifiante, jusqu'à une période récente. Dans la plupart des pays en développement, les centres culturels étrangers continuent à combler le vide laissé par le manque de bibliothèques publiques et scolaires.

D'autre part, les besoins de ces pays en information et en cadres spécialisés dans ce domaine restent mal connus. A notre connaissance, dans aucun des pays d'Afrique francophone n'a été menée une étude des besoins en spécialistes de l'information, que ces besoins soient réels, traduits en demandes et en postes budgétaires, ou simplement potentiels(1).

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(1) Voir à ce sujet : MOORE, Nick. Enquête sur les besoins en main-d'oeuvre des bibliothèques et du secteur de l'information dans la région des Caraïbes. Paris : Unesco.

Les besoins potentiels sont immenses ; quant aux besoins réels, ils dépendent largement de la conjoncture économique et sociale de chaque pays.

L'inexistence d'organismes documentaires modernes crée à son tour un problème pour la formation de cadres qualifiés. Une politique rationnelle de formation ne peut être indépendante d'une politique globale du développement des organismes de documentation. Il faudrait avoir des bibliothèques-pilotes, universitaires, scolaires et publiques, des centres multimédias pour servir de centres d'application.

Plusieurs pays restent en dehors du flux moderne de l'information à partir des banques de données, qu'elles soient nationales, régionales ou internationales. Même lorsqu'on accède à ces banques, on constate un déséquilibre entre ce qui est offert et ce qui est demandé. On a alors accès à des banques dedonnées qui souvent ne correspondent pas aux besoins réels des utilisateurs, qu'ils soient chercheurs, planificateurs, décideurs ...

Dans tous les pays d'Afrique-francophone à notre connaissance cette inadéquation n'a pas reçu l'attention qu'elle mérite.

La centralisation des décisions et le manque d'une politique claire entravent le développement du secteur de l'information. La planification telle qu'elle est pratiquée favorise cette centralisation et l'informatisation dans ses formes actuelles l'accentue davantage. Cette politique n'est guère en train de changer et l'avenir des écoles dépend ainsi étroitement d'un environnement sur lequel elles n'ont que très peu de moyens d'action.

Il n'est nul besoin enfin de souligner l'entrave essentielle que constitue l'analphabétisme au développement de la lecture et des services d'information documentaire.

Vingt-cinq ans et plus après-l'indépendance, l'alphabétisation massive, cet appel d'air, ne s'est toujours pas produite. Tant qu'il y a un nombre important d'analphabètes, le problème de la lecture reste posé mais de quelle manière faut-il l'approcher ? Quel que soit le caractère stimulant et novateur des solutions proposées, il est essentiel que celles-ci s'inscrivent dans le cadre d'une politique d'alphabétisation globale.

Qu'en est-il de la situation de la formation dans nos pays, devant les contraintes et les difficultés que nous venons d'évoquer ?

2. HISTORIQUE :

La formation des bibliothécaires, documentalistes et archivistes en Algérie, au Maroc, au Sénégal et en Tunisie, n'a débuté que dans les années 60. En Tunisie, cette formation fut initialement confiée en 1964 à l'Institut Ali Bach Hamba et concernait à la fois, les journalistes et les documentalistes. En 1971 elle fut transférée à l'Ecole Nationale d'Administration, du fait que celle-ci est le principal pourvoyeur en cadres, de l'administration publique, la formation des documentalistes, bibliothécaires et archivistes restait tributaire de ses capacités d'accueil. On décida alors, en1979, de confier cette formation à l'Institut de Presse et des Sciences de l'Information. En 1981, fut créé l'Institut Supérieur de Documentation, afin de renforcer les structures nationales de formation des spécialistes de l'information(1).

En Algérie, la Bibliothèque Nationale d'Alger organisait depuis 1963 un stage de formation, officialisé en 1964 par l'institution du diplôme technique des bibliothèques et archives (DTBA). En 1975, fut fondé l'Institut de Bibliothéconomie de l'Université d'Alger(2).

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(1) ABID, Abdelaziz. Tunisia, Libraries-in. Encyclopedia of Library and Information Science, vol. 31, p. 213.

(2) CHAFAI, R. La formation en matière de bibliothéconomie et de documentation en Algérie : problématique et perspectives. Revue maghrébine de documentation (Tunis), n° 2, Mars 1984, pp. 69 - 82.

Succédant au Centre régional de formation de bibliothécaires des pays d'expression française qui avait fonctionné de 1963 à 1967, l'Ecole des Bibliothécaires, Archivistes et Documentalistes de Dakar a été fondée en 1967 et a reçu le statut d'institut de l'Université de Dakar(1).

En 1974, le Maroc s'est doté de l'Ecole des Sciences de l'Information, seule institution nationale de formation des bibliothécaires documentalistes et archivistes.

3. ORGANISATION DES ETUDES ET CONTENU DES PROGRAMMES :

Il y a lieu de souligner, tout d'abord, que dans la plupart des programmes qu'offrent ces écoles existe un tronc commun de cours obligatoires pour tous les étudiants. D'autres cours de culture générale, des cours de langue, des travaux pratiques, des visites et des stages viennent compléter laformation de ceux-ci.

3.1. L'Algérie :

La formation en Algérie est actuellement de trois types :

3.1.1. La formation moyenne :

Au lendemain de l'indépendance, devant les besoins pressants en personnels documentaires, la Bibliothèque Nationale d'Alger a organisé un stage de formation. Ce stage, initialement ouvert aux bacheliers, s'est orienté vers l'acceptation de candidats ayant le niveau de classe terminale et sélectionnés par un concours d'entrée.

Cette formation dure un an, elle est sanctionnée par le diplôme technique des bibliothécaires archivistes.

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(1) BOUSSO, Amadou. L'Ecole des bibliothécaires, archivistes et documentalistes de l'Université de Dakar. Bulletin. Unesco. Bibl., vol. XXVII, n° 2 mars - avril 1973. pp. 77 - 83.

L'enseignement à ce niveau englobe pratiquement tous les domaines des sciences de l'information, il comporte des cours et des travaux pratiques, ainsi qu'un stage d'un mois que les étudiants suivent dans un service de documentation et d'information.

3.1.2. La formation supérieure :

3.1.2.1. La licence :

Cette licence est assurée par l'Institut de Bibliothéconomie de l'Université d'Alger après un cursus de huit semestres. L'accès en est ouvert aux bacheliers et aussi, dans un souci de promotion interne, aux titulaires du diplôme technique des bibliothèques et archives ayant exercé pendant trois ans.

Les matières enseignées, sont de deux sortes :

- les matières techniques classiques de la bibliothéconomie, documentation et archivistique, réparties sur tout le cursus ;
- les matières de culture générale (sciences sociales, langues et littérature, informatique, etc.) réparties également sur tout le cursus.

Des visites et des stages- sont prévus pour chaque semestre.

Le programme de cette licence a été conçu de manière à compléter la culture générale de l'étudiant et à lui donner une formation technique complète. Cependant la lourdeur des horaires et des programmes, qu'entraînait cette double vision, a amené les responsables en Algérie à envisager la réforme de cette licence.

Qualitativement parlant, cette licence n'ayant pu répondre aux besoins des bibliothèques encadrées on été conduit à proposer la création d'un diplôme supérieur des bibliothèques (D.S.B.).

3.1.2.2. Le diplôme supérieur des bibliothèques :

Cette formation, envisagée depuis plusieurs années, a démarré en 1983. Elle dure deux ans et a pour objectif immédiat la formation du personnel des bibliothèques universitaires, dont l'effectif est encore tout à fait insuffisant.

Pendant la première année, l'enseignement est dispensé sur deux semestres ; il comporte des cours magistraux, des travaux dirigés, des visites et des conférences. En deuxième année, l'étudiant doit effectuer un stage dans un établissement et assister également à des séminaires en rapport avec la préparation du mémoire qu'il doit soutenir en fin de cursus(1).

3.2. Le Maroc :

Les programmes d'études qu'offre l'Ecole des Sciences de l'Information au niveau des deux cycles de formation (cycle des informatistes et cycle des informatistes spécialisés) ont fait l'objet depuis la création de l'école, de plusieurs évaluations annuelles, au cours desquelles les commentaires, critiques et suggestions émanant de toutes les parties concernées (administration, enseignants, étudiants et employés) ont été prises en considération dans le but de faire de ces programmes un outil dynamique, répondant aux besoins de la profession dans le pays et au développement des sciences de l'information dans le monde.

L'Ecole des Sciences de l'Information forme aussi bien des documentalistes que des bibliothécaires et des archives. Ses programmes ont donc été conçus pour répondre aux besoins de ces différentes catégories de personnel, qui sont certes différenciés, mais n'en comportent pas moins de nombreuses caractéristiques communes les rapprochant suffisamment pour que l'on puisse considérer qu'il s'agit d'une profession unique exercée dans des spécialités variées.

Les programmes comprennent donc des cours communs et des cours à option.

A leur origine, ces programmes avaient été conçus comme s'adressant à des étudiants n'ayant en aucune formation préalable en science de l'information ; l'on s'est perçu ensuite qu'il fallait aussi prendre en considération le cas des diplômés du cycle des informatistes qui revenaient, après quelques années d'exercice du métier, suivre le cycle des informatistes spécialisés.

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(1) CHAFAI, R. La formation en matière de bibliothéconomie et de documentation en Algérie : problématique et perspectives. Revue maghrébine de documentation (Tunis), n° 2, mars 1984, pp. 69 - 82.

A cet effet, un nouveau programme destiné au cycle des informatistes a été élaboré en 1981 suivant les recommandations de plusieurs experts et consultants.

Au niveau des deux programmes, les enseignements sont répartis en trois catégories :

- cours d'archivistique, de bibliothéconomie et de documentation, dits cours techniques ;
- cours de connaissances générales, de matières connexes aux sciences de l'information, telles que linguistique, statistique, informatique, épistémologie, etc.
- cours de langues.

3.2.1, Programme du cycle des informatistes :

Ce programme, dont la durée des études est de trois ans, a été conçu de manière à assurer à l'étudiant une formation technique, sans toutefois négliger sa culture générale et sa formation en matière de langues étrangères (anglais, allemand, espagnol et russe).

Au niveau de ce cycle la formation comprend des cours théoriques, des travaux dirigés et travaux pratiques, des séminaires, des stages et des visites. Une importance particulière est accordée aux travaux dirigés et travaux pratiques.

En dehors du choix entre l'arabe et le français, tous les cours de première année sont obligatoires. En deuxième année, l'étudiant a un peu plus de choix, puisqu'il peut opter pour une 3è langue étrangère de son choix (l'anglais étant obligatoire), ainsi que pour deux des trois cours suivants :-

- lecture des enfants,
- communication de masse,
- psychosociologie de la communication.

C'est en 3e année que le choix devient plus important, puisque l'étudiant peut opter en dehors de la langue à option déjà choisie en 2e année, pour deux des quatre grands cours à option qui sont :

- bibliothèques,
- archivistique,
- centres de documentation,
- mécanisation des fonctions documentaires.

3.2.2. Programme du cycle des informatistes spécialisés :

Alors que l'objectif essentiel de la formation au niveau du cycle des informatistes est de donner à l'étudiant une compétence technique, la formation au cycle des informatistes spécialisés est orientée vers la recherche et la solution de problèmes, tant théoriques que pratiques.

Elle est conçue en fonction des objectifs suivants :

- rendre l'étudiant capable de mener une recherche autonome en science de l'information,
- le rendre apte à concevoir, gérer et évaluer des services et réseaux d'information documentaire,
- développer chez l'étudiant une attitude d'adaptation aux différents milieux d'utilisateurs des services d'information documentaire.

C'est sur la base de ces considérations et en partant du principe qu'un enseignement supérieur doit allier continuité et possibilité de choix, rigueur et souplesse, que ce programme qui s'étale sur deux ans a été élaboré.

Etant donné que ce programme s'adresse à la fois, d'une part à des informatistes qui ont étudié les sciences de l'information pendant trois ans, et d'autre part à des licenciés et des ingénieurs abordant les sciences de l'information pour la première fois, il était nécessaire de consacrer une partie importante des deux années d'études à une "mise à niveau" des deux catégories d'étudiants(1).

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(1) ABID, Abdelaziz, Le cycle supérieur de l'Ecole des Sciences de l'Information de Rabat. Revue Maghrébine de Documentation (Tunis), n° 2, mars 1984, pp. 23 - 38.

3.3. Le Sénégal

L'Ecole des Bibliothécaires, Archivistes et Documentalistes de Dakar, a pour objet de former des spécialistes de l'information dans chacune des branches des sciences de l'information, en mettant en place trois filières :

- la filière bibliothéconomie ;
- la filière archivistique ;
- la filière documentation.

Les étudiants admis à suivre les cours de l'Ecole sont orientés dès le début de leurs études vers l'une ou l'autre de ces filières.

Le contenu de leur formation, durant tout le cycle d'études, est essentiellement basé sur les techniques d'une discipline donnée, ce qui aboutit à l'obtention de cadres qualifiés pour la gestion d'un type unique d'organisme documentaire. Ceci est la conséquence normale de l'organisation compartimentée de l'enseignement à l'EBAD, où toutes les activités de formation planifiées séparément pour chacune des différentes sections de l'école.

C'est ainsi que la section de bibliothécaires créée la première en 1967, se propose de former des spécialistes des techniques bibliothéconomiques, tout en leur assurant une culture générale assez solide et en les initiant à l'archivistique et à la documentation.

La durée des études, comme c'est d'ailleurs le cas pour les deux autres sections, est de deux ans à temps plein, durant lesquels est dispensé un enseignement couvrant des cours techniques, des travaux pratiques, des cours de culture générale et des cours complémentaires.

La section d'archivistes, la 2e ouverte après celle des bibliothécaires, a commencé son programme régulier à la rentrée universitaire 1971. Elle se propose d'assurer la formation des cadres responsables de la conservation du patrimoine nationalet de la gestion des centres d'archives. Dans cette section, l'enseignement comprend aussi bien des cours techniques et des travaux pratiques que des cours de culture générale.

Quant aux étudiants de la section documentation, la plus récente, ils suivent en première année des cours professionnels avec les étudiants de deux autres sections et en 2e année, des cours avec les étudiants-bibliothécaires[1].

3.4. La Tunisie :

Plusieurs expériences ont marqué l'enseignement de la documentation, de la bibliothéconomie et de l'archivistique en Tunisie. En effet, dès 1964 un cours de formation des documentalistes a commencé à l'Institut Ali Bach Hamba. Le programme dispensé à l'époque comportait seulement des cours théoriques sur les matières techniques. Le programme durait 6 mois, auxquels s'ajoutait un voyage d'études de courte durée en République Fédérale d'Allemagne et parfois ailleurs. La formation a été transférée en 1971 à l'Ecole Nationale d'Administration. Dans cette école, trois programmes furent élaborés, le premier pour les commis et les aides-documentalistes, le second pour les documentalistes adjoints. Ces deux programmes duraient chacun deux ans. Quant au 3e programme, qui durait quatre ans, il a débuté en 1976 et avait par objectif de former des documentalistes. Ces trois programmes ont cessé respectivement en 1977, 1978 et 1979. A partir de cette dernière date, l'enseignement de la documentation, bibliothéconomie et archivistique fut transféré à l'Institut de Presse et des Sciences de l'Information (I.P.S.I.).

3.4.1. L'Institut de presse et des sciences de l'information :

La section documentation, bibliothéconomie et archivstique à l'IPSI assure une formation longue, débouchant sur la maîtrise en sciences de l'information, avec deux types de recrutement.

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[1] LAJEUNESSE, Marcel. La formation des professionnels de l'information dans les pays francophones : étude comparative : Répertoire des Ecoles des Sciences de l'information 1ère édition - Montréal : AIESI, 1979.

- l'un par orientation pour la première année du premier cycle. Cette forme de recrutement a cessé à partir de la rentrée 1982 - 1983 ;

- l'autre à partir du DUEL ou DUES (deux années d'études supérieures) ou de diplômes équivalents pour la première année du 2e cycle.

3.4.2. L'Institut Supérieur de Documentation :

Cet institut forme en deux ans des techniciens supérieurs en documentation, bibliothéconomie et archivistique. Sans négliger la culture générale, la formation met l'accent sur l'apprentissage professionnel, ce qui conduit à accompagner l'enseignement théorique de nombreux travaux pratiques et dirigés et de stages et visites. Dans le même esprit, une place importante est réservée à l'étude des langues vivantes (anglais et italien) (1).

D'une manière générale, nous pouvons résumer l'ensemble des matières des programmes enseignés dans ces écoles comme suit :

en %

Matières / Etablissement	Matières techniques	Langue	Autres matières
- Institut de Bibliothéconomie de l'Université d'Alger	55	14	31
- Ecole des Sciences de l'Information Maroc	54	29	17
- Ecole des Bibliothécaires Documentalistes et Archivistes de Dakar. Sénégal	70	7	23
- Institut de Presse et des Sciences de l'Information . Tunisie	64	19	17
- Institut Supérieur de Documentation Tunisie	74	9	17

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(1) MANSOUR, A. L'Institut Supérieur de Documentation ou essai analytique sur le cycle court. Revue maghrébine de documentation (Tunis), n° 2, mars 1984, pp. 161 - 191.

3. LE CORPS ENSEIGNANT

La réussite ou l'échec d'une institution d'enseignement dépend en grande partie de son corps enseignant qui constitue un facteur vital. Il n'est pas difficile pour les autorités d'un pays de décider la création d'une école, d'un institut ou d'un département pour l'enseignement des Sciences de l'Information et de mettre à la disposition de celui-ci les moyens nécessaires en bâtiments et équipements ainsi qu'en personnel administratif, mais la difficulté réside dans le fait de recruter un corps enseignant compétent sur les plans théorique et pratique, à même de mettre en place un programme et d'assurer son enseignement.

Dans les pays du Maghreb et au Sénégal, le nombre et la qualité des enseignants varient d'un pays à un autre et même d'une institution à une autre dans le même pays. Les écoles disposent d'un corps enseignant permanent et d'enseignants vacataires, plus nombreux que les professeurs permanents. Le tableau ci-dessous fait apparaître la répartition de ce corps enseignant par école :

Enseignants Etablissements	Permanents	Vacataire.	Total
- Institut de Bibliothéconomie de l'Université d'Alger. Algérie	13	-	13
- Ecole des Sciences de l'Information. Maroc	20	21	[illegible]
- Ecole des Bibliothécaires, Documentalistes et Archivistes de Dakar. Sénégal .	11	29	40
- Institut de Presse et des Sciences de l'Information. Tunisie	?	?	36
- Institut Supérieur de Documentation. Tunisie	-	9	9

L'un des problèmes auxquels sont confrontés nos différentes écoles réside dans le fait qu'il n'y a pas assez d'enseignants par rapport à l'effectif des étudiants. L'IFLA estime qu'il faut en moyenne un enseignant permanent pour 12 étudiants, ceci sans tenir compte du nombre d'enseignants vacataires(1). La situation actuelle dans nos écoles se résume dans le tableau ci-dessous :

Etablissements	Effectif des étudiants	Effectif des enseignants permanents
- Institut de Bibliothéconomie de l'Université d'Alger. Algérie	210	13
- Ecole des Sciences de l'Information. Maroc	264	20
- Ecole de Bibliothécaires, Documentalistes et Archivistes de Dakar. Sénégal	NR	11
- Institut de Presse et des Sciences de l'Information. Tunisie	87	NR
- Institut Supérieur de Documentation. Tunisie	46	-

Il ressort de ce tableau que chacune de nos écoles est déficitaire en ce qui concerne le nombre d'enseignants permanents.

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(1) ALAKHRASS, Mahmoud. Situationactuelle du corps enseignant dans les écoles des Sciences de l'Information au Maghreb. Revue Maghrébine de documentation, n° 2, Mars 1984, pp. 17 - 35.

Les enseignants permanents sont appelés à assurer dans nos écoles une charge horaire qui dépasse 10 à 12 heures d'enseignement par semaine, avec bien sûr le même nombre d'heures et même plus pour la préparation des cours et les corrections. Cet état de choses crée une situation qui entrave le développement de la recherche en science de l'information dans nos pays.

Si les différentes écoles délivrent des diplômes supérieurs et si l'enseignement dans les différentes institutions est d'un niveau supérieur, il est tout à fait naturel que les compétences et les qualifications académiques du corps enseignant dans les institutions chargées de l'enseignement des sciences de l'information, soient similaires ou équivalentes à celles des enseignants des établissements universitaires. Or, qu'en est-il en réalité ? les données font défaut pour répondre à cette question.

4. REMARQUES FINALES :

Il faut tout d'abord modifier l'état d'esprit des responsables quant à l'importance à accorder au domaine de l'information.

Les écoles et leurs lauréats peuvent modifier cet état d'esprit en se faisant écouter par les instances supérieures ; ceci ne peut se réaliser que par la présence d'un nombre important de spécialistes d'une part, et d'autre part en montrant l'utilité du rôle qu'ils peuvent jouer d'une manière concrète.

Les mérites de l'approche marketing sur le plan commercial sont connus. Sur le plan de l'incitation des utilisateurs à recourir à l'information de telle sorte qu'elle devienne vitale et nécessaire pour n'importe quelle prise de décision, la même approche a fait ses preuves dans plusieurs pays développés. Rien ne semble indiquer que cette approche ne convienne pas aux pays en voie de développement.

Nos associations professionnelles peuvent jouer un rôle d'incitation auprès des décideurs et des groupes de pression. La presse, la radio et la télévision peuvent jouer un rôle important pour faire passer le message.

Il semble d'autre part que si nous voulons la survie de nos écoles et leur développement, la formation classique de bibliothécaires-documentalistes-archivistes ne soit plus suffisante. Il faut que nos écoles s'engagent progressivement à former d'autres catégories de spécialistes de l'information.

Quel peuvent être, par exemple, le rôle du recherchiste au Parlement(1), ou celui de l'informaticien auprès des tribunaux, des services de vulgarisation et de développement agricole ?

La révolution informatique va diversifier davantage le rôle du spécialiste de l'information. Plusieurs formules de formation sont à envisager, qui sont au carrefour de l'informatique documentaire, de la bureautique, du traitement de texte... et de toutes les "nouveautiques".

Nos programmes, quoi qu'on dise, sont assez traditionnels ; il faut prévoir des méthodes modernes, non en fonction de la situation actuelle, mais d'une situation qui sera atteinte à moyen terme, voir à court terme, du fait de la diminution croissante des coûts de la micro-informatique.

L'adaptation de l'enseignement aux besoins réels dans chacun de nos pays, compte tenu des expériences constatés et vécues, doit être une préoccupation permanente.

Comment doit on voir l'avenir de nos écoles ? Il faut continuer à former aux trois niveaux et même penser sérieusement au doctorat.

La formation permanente de nos enseignants et de nos lauréats doit être notre premier souci.

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(1) cf. expérience canadienne.

Il nous manque des organismes auxquels on puisse dire : voilà l'idéal que nous proposons.

Si l'on vient, par exemple, des "centrales de bibliothèques" organisations destinées à donner à des bibliothèques publiques ou scolaires des livres déjà préparés (catalogage, classification, fiches de prêt, etc.) - celles-ci pourraient jouer un double rôle : favoriser le développement des bibliothèques publiques et scolaires, d'une part, et d'autre part servir de bibliothèques d'application permettant aux écoles de mieux organiser leurs travaux pratiques et leurs stages.

Des expériences-pilotes dans nos pays pourraient être d'une très grande utilité vers ce changement. Des missions dans les pays qui ont ces institutions modèles, pourraient également favoriser une évolution plus rapide.

Il convient de porter une attention accrue aux moyens à mettre en oeuvre pour élever le niveau académique des enseignants et leur permettre de développer leurs connaissances et d'accroître leur expérience tout au long de la carrière.

Tous les problèmes que nous venons d'évoquer mériteraient évidemment d'être étudiés plus à fond, et ils ne pourront être résolus que si nous concertons nos efforts en vue d'aboutir à des résultats tenant compte des préoccupations et des intérêts de chacun.

Il serait temps que nos écoles mettent en oeuvre, à l'instar de ce qui se pratique dans les entreprises, une véritable politique de développement du personnel visant à assurer à leur corps enseignant une formation permanente adéquate, à faire participer activement les professeurs à un programme national de recherche et développement et à leur permettre de garder le contact avec les réalités de la profession "sur le terrain" par des missions de consultation et d'expertise.

GREEK LIBRARIES ASSOCIATION
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Le personnel dans les bibliotheques de Grece

par

SKANDALIS Alkmini, professeur a l' Ecole de Bibliotheconomie d'Athenes et

VASSOU ANGELINA, bibliothecaire a la Fondation Eugenidis, Athenes

TSAFOU MATINA, bibliothecaire a l'Institut National des Statistiques

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De nos jours, en Grèce, environ 1150 personnes sont employées dans les bibliothèques, dont 500 occupent réellement des postes de bibliothécaires, alors que les 650 autres tiennent des emplois divers (gardiens, commis, dactylos, femmes de ménage ...).

En fait, parmi ces 500 personnes, seules 150 exercent exclusivement des fonctions de bibliothecaires, les 350 accomplissant en même temps d'autres tâches, soit parce que le règlement ou l'administration de l' organisme duquel elles dépendent le prévoit ainsi, soit parce que le fonctionnement normal de la bibliothèque ne justifie pas l' emploi à plein temps d' une ou plusieurs personnes comme bibliothécaires.

Parmi ces 150 bibliothécaires, seules 25 ont fait des études spécialisées en matière de bibliothéconomie dans les universités étrangères; les autres ont des connaissances rudimentaires, acquises directement par experience pratique.

Les 25 bibliothécaires possédant des diplômes universitaires sont employés dans des organismes privés ou publiques, nationaux ou internationaux (p.ex. la Communauté Economique Européenne). Cependant, leur répartition n'est pas toujours rationnelle: certain service compte deux bibliothécaires diplômés et un employé, alors qu'un autre service, bien qu'ayant plus de vingt employés, n'en possède aucun ayant un diplôme universitaire en la matière.

Toutes ces données reflètent la situation qui existait en 1982 et sont les dernières statistiques connues pour le pays. Cependant certains éléments nouveaux permettent d' espérer une evolution positive.

Deux écoles publiques spécialisées ont été créées dans les deux plus grandes villes du pays, à Athènes et à Salonique. Le recrutement s'y effectue après le baccalauréat et le cycle d' études y est de trois années, chacune de ces écoles recevant environ cent étudiants par an.

Depuis 1982, 220 élèves y ont obtenu leurs diplômes et on peut estimer à 150 le nombre d'étudiants achevant chaque année leurs études à l'avenir.

Pourtant, de ces 220 nouveaux diplômés, seule une faible minorité a pu trouver des postes correspondant à sa formation. Les autres soit sont encore à la recherche d' un emploi, soit travaillent dans des secteurs d' activités tout à fait différents. Les raisons principales de cet état de fait sont, certes, le nombre insuffisant de bibliothèques existantes, mais surtout le fait que la profession de bibliothécaire n'a pas en Grèce de statuts reconnus:

- La création d'une nouvelle bibliothèque (ce qui n'arrive pas encore aussi fréquemment que nous le souhaiterions) ne va pas automatiquement de pair avec la création des postes de bibliothécaires correspondants: un employé peut simplement y être détaché ou y travailler tout en gardant ses fonctions antérieures.
- La possession d'un diplôme de bibliothécaire ne fait pas partie des conditions requises pour pouvoir prétendre à un poste de bibliothécaire; seules sont demandées des connaissances en la matière, et le contrôle de ces connaissances est le plus souvent effectué par des personnes n'ayant que peu de rapport avec le monde des bibliothèques.
- Enfin, les perspectives de carrière des bibliothécaires sont bouchées. A partir d'un certain indice, les fonctionnaires doivent changer de service pour monter d' échelon.

Cette situation est heureusement en train de se modifier. Le gouvernement a décidé qu'il y aurait dorénavant des créations de postes et que le diplôme serait exigé pour chaque nouvelle nomination de bibliothécaire.

Formation du personnel

La formation des bibliothécaires en Grèce a été assurée pour la période allant de 1961 à 1977 par une école privée, où la scolarité durait une année. 350 personnes y ont été formées. Dans leur grande majorité étaient des employés travaillant dèjà dans des bibliothèques et souhaitant acquerir des connaissances techniques de la profession. Depuis, la formation de base est dispensée dans les deux écoles déjà citées: Celle d' Athènes, créée en 1977 et celle de Salonique inaugurée en 1981.

Ces deux écoles présentent bien sûr des faiblesses, essentiellement dûes à leur jeunesse. De plus, le fait qu'elles soient incorporées dans une institution universitaire technique ayant échoué dans son rôle éducatif augmente encore les difficultés. Cependant, la loi relative à l' enseignement technique vient de changer et nous espérons en retirer des résultats bénéfiques. En même temps, nous poursuivons nos efforts pour détacher ces écoles de l' Institution à laquelle elles appartiennent; afin de leur assurer une administration au fait des besoins de la profession.

Bien qu'il existe des projets de création de section de bibliothécaires dans les lycées techniques, ainsi que des projets en vue d'études post-universitaires, la seule formation de bibliothéconomie actuellement dispensée l'est par ces deux écoles.

Le plus grand problème est celui de la formation permanente, dans la mesure où il concerne le plus grand nombre de bibliothécaires en place. L'Association des bibliothécaires Grecs a déjà eù quelques initiatives dans cette direction, en organisant des seminaires, des congrés, des visites éducatives. Cependant, ce problème fondamental n'a pas encore reçu de solution globale et cohérente. La nouvelle loi essaie d'y faire face, et la tenue de seminaires de formation permanente est prévue. L'Association de bibliothécaires et la direction des écoles devraient collaborer afin d'élaborer un programme général et efficace.

Enfin, un projet de loi, devant être soumis à l' Assemblée dès cette année, concerne la création d'un réseau national de bibliothèques, ainsi que les postes de bibliothécaires s'y rattachant.

En conclusion nous faisons remarquer que nos problèmes sont nombreux et difficiles à surmonter. Dans un domaine qui évolue très rapidement, garder même l'écart actuel entre notre pays et les pays developpés est difficile. Faut-il encore diminuer cet écart. L'Association des bibliothécaires Grecs doit travailler dans plusieures directions:

1) Etudier les problèmes qui concernent le personnel des bibliothèques.
2) Aider à l'amelioration de l'enseignement des étudiants de l'Ecole de bibliothecaires et à l'amelioration du système de la formation permanente du personnel des bibliothèques.
3) Traduire des manuels de Bibliothéconomie
4) Créer des normes nationales en matière de bibliothéconomie
5) Préparer des mementos pour les étudiants de l'Ecole de bibliothéconomie.

Nous sommes bien conscients du fait que les investissements pour la culture, par consequent pour l'enseignement et les bibliothèques, ne rapportent qu'à long terme et ceci contre des sacrifices des besoins dans l'immediat. L' Association des bibliothécaires Grecs devrait donc persuader le gouvernement, avec des arguments et des données precises, du profit que notre pays tirerait par l'application d'une politique courageuse dans ce domaine. En même temps elle devrait contribuer à la prise de conscience par l'opinion publique du besoin de créationde bibliothèques. Elle doit pour cela collaborer avec toutes les personnes interessés (éditeurs, libraires, écrivains, gens de lettres e.t.c.)

Enfin notre Association devrait préparer un programme échelonné dans le temps avec des buts réalistes pour qu'on puisse les atteindre. Il faudrait pour cela réunir toutes les forces disponibles dans le domaine des bibliothèques et de l'information.